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ABSTRACT

Originally intended to be used with a national television drama mini-series, the guidebook can be used alone to improve student attitudes toward education and career-oriented skills. It is targeted primarily to Black and Chicano junior and senior high school students. The project stresses that development of oneself is most important to the development of a career. The guidebook can be copied and reassembled to accommodate specific program needs. In section 1, a summary is given of each television program, followed by discussion questions, suggested activities, problem situations, and a thought for the day. Section 2 provides worksheets to help students rate things of importance in their lives, examine the meaning of success, learn about the world of work, improve problem-solving skills, give an oral history, consider role models and mentors, and identify career goals, skills, and talents. The third section explains how the guidebook can be used for learning/work experience programs; business/community partnerships; school classrooms; summer youth, recreation, and camp programs; short, job-search workshops; and counseling workshops. In addition, the document provides a model for learning, a discussion of the role of television, additional skill building activities, and an annotated list of resources and model projects. (LH)

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Y.E.S. inc. Guidebook

A Youth Employment Skills Media and Outreach Project

Edward Kissam
Penelope L. Richardson

CG 100 194

KCET Los Angeles

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Any or all of this guidebook may be duplicated for educational uses. Pages are perforated for that purpose.

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Y.E.S. inc.

INTRODUCTION:
WHAT IS *Y.E.S. inc.*? 1

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Section 1, "The Television Series," includes a story summary for each episode of the five-part ***Y.E.S. inc.*** series. Questions for discussion for each episode are worded so that they can be read directly to your class or youth group. There are also several suggested learning activities and projects, some stressing self-analysis and personal values, others focusing on group and community attitudes or exploring local resources. Some of the learning activities include companion worksheets **(Section 1 Appendix)** which are designed to be photocopied for use with the activity. (See Index for complete list of activities and worksheets.)

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Section 2, "Extending *Y.E.S. inc.* in Your Schools and Community," is designed as a series of modules, each intended for a different user of the series. Modules include "how to" ideas and sample schedules that can be modified for use in a variety of settings.

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Section 3, "Exploring the Possibilities of *Y.E.S. inc.*" is for all users of the series. It discusses the career exploration skills modeled in the series, describes ways you can play your role as teacher or leader most effectively, and gives some background on the role of television as an educator of youth. It also presents general concepts on skill building activities used in the series.

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RESOURCES AND MODEL PROJECTS

This is a brief listing of books, periodicals, organizations, and agencies which might be of assistance to you in developing your own personalized list of networking resources to help you stay in touch and stay informed. Included are brief descriptions of successful youth projects from around the country that are innovative and practical. Though some of the projects listed here were one-time efforts and are not currently in operation, they do serve as models for future projects.

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What Is Y.E.S. inc.?

Y.E.S. inc. is a youth employment skills media and outreach project which includes:

A national television drama mini-series (five 30-minute programs) created for inner-city minority youth of junior-high-school and high-school age

This ***Y.E.S. inc. Guidebook*** and a poster/fact sheet for in-school and community outreach applications

A national community outreach effort which will extend the scope, as well as the impact of the ***Y.E.S. inc.*** project, well beyond its broadcast and in-school capabilities

Y.E.S. Inc. Goals

The primary goals of the ***Y.E.S. inc.*** project are:

- To increase the self-image among low-income minority youth, predominantly black and Chicano.
- To develop an awareness among the target audience of the connection between pre-vocational skills/knowledge/attitudes and future career choices.
- To help these youth begin to identify role models from similar backgrounds who are successful in the world of work.

Target Audience

The ***Y.E.S. inc.*** project was designed as a tool to improve attitudes toward education and career-related skills. ***Y.E.S. inc.*** is targeted primarily to black and Chicano junior-high- and high-school-age youngsters who, as teens and adults, will suffer the most severe deprivation in the job market. The selection of this target age group is based upon the fact that this is a time when self-esteem is developing and a time when youth are beginning to make choices which will affect their futures — choices of lasting friendships, activities and interests pursued in free time, and courses of study in school. Within this context, the ***Y.E.S. inc.*** project stresses the message that most important to the development of "career" is the development of oneself. Personal development is then seen as a path to employability.

Critical Issues

- ❑ Basic skills in reading, writing, and computation that employers require even for entry-level jobs are lacking in many youth.
- ❑ Most youth lack access to beginning jobs that will give them opportunities to develop work-related skills through experience.
- ❑ Race remains a barrier to securing a job and to accessing the kinds of jobs youth may want in professional, managerial, and technical occupations.
- ❑ Family support crucial to the healthy development of young people is sometimes lacking.
- ❑ Changes in the workplace caused by new technology require new skills in communication, in problem solving, in learning, and in interpersonal relations that inner-city youth have little opportunity to practice.
- ❑ Among the 37,000 kinds of jobs today, most youngsters do not know what skills are required in even those jobs that are familiar to them.
- ❑ Financial resources for helping youth are scarce and communities must rely in large measure on a few, dedicated staff people, teachers, and volunteers to accomplish a great deal.
- ❑ Although schools, businesses, and community organizations are beginning to experiment with innovative collaborations to address the career development of young people, there is the need to do more and to build upon successful models.

Using Y.E.S. inc. Materials

In our society today, with its complex cultures and value systems, it is essential to create a partnership among families, schools, community agencies, and local government to help young people establish education/career links and to facilitate development to their maximum potential. The ***Y.E.S. inc.*** project encourages the use of television, viewing guides, experiential learning activities, and mentoring within such collaborations, as well as within the traditional classroom.

All of the project materials are intended for use by the many diverse groups and individuals working with youth in a variety of contexts:

- Businesses employing youth
- Schools
- Employment training and placement programs
- Crisis counseling units
- Probation and delinquency prevention projects
- Recreation and camp programs
- Citizenship-building programs
- Youth and service clubs
- Mental health counseling
- And more

Commercial television format and production techniques make the dramas competitively entertaining within the context of public and commercial television broadcast. In addition, schools and other institutional users are encouraged to record the series off-air or to purchase cassettes (at cost) for use within educational, counseling programs on an ongoing basis until September, 1995. (Personal home use is forbidden.) The ***Guidebook*** and poster/fact sheet will be distributed for classroom and community use free of charge.

For additional information on how to access the television programs or print materials, write or call KCET-TV, Educational Services Department, 4401 Sunset Blvd., Los Angeles, CA 90027, 213-667-9238.

Guidebook Design

The ***Y.E.S. inc. Guidebook*** has been designed to accomplish two basic purposes.

- ❑ First, we want you to adapt the ***Guidebook*** for use with your youth program: pull it apart, copy pages, and reassemble it to accommodate your needs as a youth program leader/coordinator.

  Some suggestions:

  Pull apart and tab the sections in a 3-ring binder. Insert your program notes on inserted pages within the now loose-leaf booklet.

  Creatively copy and re-order the book to suit your needs (perhaps, single-sided copies of the ***Guidebook*** text so you can write notes on the backs of the pages).

- ❑ Second, we want you to duplicate and distribute the contents of the ***Guidebook*** to others who may be able to use it.

  Thus, we have designed a book with 3-hole punched and perforated pages, which will work well in a 3-ring binder, with or without the cover. The worksheets in the **Section 1 Appendix** can be copied and distributed to your youth as needed. Be sure to save the originals.

  Understanding that no guide can meet all needs, we have tried to meet the most utilitarian: a format which is flexible and which can be duplicated readily.

The Television Series

Series Characters

Chicano and black youth portrayed in the ***Y.E.S. inc.*** series are a composite drawn from the real world. Their aspirations, problems, the settings of the series, and organizations involved in working with these youth represent only some of the possibilities encountered in communities throughout the U.S.

The central cast of characters and players in the ***Y.E.S. inc.*** series are:

Evelyn Merritt:
Played by **Denise Nicholas-Hill**

A dynamic, black businesswoman who has left the corporate world to pursue her social-worker instincts at ***Y.E.S. inc.***, Evelyn Merritt is valiantly opposing the formation of a permanent "underclass."

Angie Flores:
Played by **Cynthia Ann Valdez**

An Hispanic teenager struggling to make her dreams manageable and within reach.

Sergio Hernandez:
Played by **Ray Serna, Jr.**

A Chicano "homeboy" who was once the leader of a barrio gang and who is now a ***Y.E.S. inc.*** regular. Sergio is mechanically inclined and has a strong interest in computers.

Jeffrey Johnson:
Played by **Joey Green**

A black teenager very content with ***Y.E.S. inc.*** and its goals vis-à-vis his own development, but who encounters his own fears and doubts when he must cross cultural barriers.

Traci Jordan:
Played by **Tan Adams**
A black teenager with strong sensitivity toward people and natural curiosity which leads her into serial career explorations.

Jason Williams:
Played by **Todd Hollowell**

A black teenager just becoming involved in street life who is skeptical about what ***Y.E.S. inc.*** can and cannot do for him.

Player Biographies

Core Cast

DENISE NICHOLAS-HILL

Although Denise is perhaps best remembered by television audiences for her role as the counselor in **ROOM 222,** Denise is now producing as well as acting, and has her own production company, Masai Films. Recent television performance credits include the Emmy Award-winning KCET/Media Forum Production, **VOICES OF OUR PEOPLE,** for which Denise also received co-producer credit. Other credits include the feature films, **LET'S DO IT AGAIN** and **CAPRICORN ONE,** and the television productions of **SOPHISTICATED GENTS** and **FIVE DESPERATE WOMEN.**

TAN ADAMS

Energetic and rarely at a loss for words, Tan is the show's youngest star, but certainly not the least talented. She has appeared on television in **TAXI, THE WHITE SHADOW, THE FACTS OF LIFE,** and the PBS series, **UP AND COMING.** Tan has also studied stage with Al Fann and Chip Fields, and recently performed in the play, **IN COMMAND OF THE CHILDREN.** Although balancing a career with school doesn't allow Tan much free time, she is actively involved in Communicators, a high-school group that discusses minorities and their problems in today's world.

JOEY GREEN

Joey is a veteran of the entertainment industry. In the past 14 years, he has appeared in films and on television. His film credits include **THE HERETIC, EXORCIST II,** and **A HERO AIN'T NOTHING BUT A SANDWICH,** and his television credits include **BEULAH LAND** and the PBS series, **THE RIGHTEOUS APPLES.** Joey was awarded the 1976-77 Emmy Award (New York area) for his performance in the television drama, **LITTLE VIC,** and was nominated for the NAACP Image Award in 1978. Joey has also maintained his involvement in a South Central Los Angeles community project which is dedicated to creating a safer neighborhood environment.

TODD HOLLOWELL

An excellent drummer, Todd has pursued his interest in acting by landing roles in television shows like **THE FACTS OF LIFE** and **TAKING IT TO THE STREETS,** and in the Steve Martin film production, **ANOTHER JERK.** Like Tan, Todd studied with Chip Fields and recently appeared at the Inner City Cultural Center in the stage production, **IN COMMAND OF THE CHILDREN,** a benefit performance for battered women and children.

RAY SERNA, JR.

Though Ray is fairly new to television, he has been an active supporter of the Latin-American theater movement and Teatro Primavera, a nonprofit community group formed in 1978. As a member of Teatro Primavera, Ray participated in five international theater festivals in Cuba. He has also appeared in stage productions and the television production, **ANGEL DEATH** (a 1979 documentary on the ravaging effects of angel dust). Along with his acting career, Ray is busy running a printing business which he co-owns with his father.

CYNTHIA ANN VALDEZ

With talented brothers like Danny and Luis Valdez (responsible for **ZOOT SUIT**), Cindy is no stranger to the industry. She starred in the feature film, **THE OPPORTUNITY,** and appeared in **MUCH ADO ABOUT NOTHING** in 1981. Cindy's stage experience includes Teatro Campesino, a theater group formed by farm workers in central California.

Guest Stars

CLEAVON LITTLE

Cleavon's interest in acting began in school where, at age 25, he was awarded a scholarship to the American Academy of Drama in New York. That was to be only the beginning of his extensive and impressive career in theater, movies, and television. Perhaps best remembered as "Black Bart" in Mel Brooks' western comedy, **BLAZING SADDLES,** he also had feature roles in **GREASED LIGHTNING, COTTON COMES TO HARLEM, FM,** and, most recently, **JIMMY THE KID.** His gifted performance in the musical, **PURLIE VICTORIOUS,** brought him acclaim as the first black actor to win a Tony for a musical.

ROBERT HOOKS

Robert's acting career has spanned over twenty-five years of theater, film, and television. Perhaps best remembered as the co-star of the ABC television series, **N.Y.P.D.,** his credits also include guest appearances on **MCMILLAN AND WIFE** and **THE STREETS OF SAN FRANCISCO.** Robert's film credits include **HURRY SUNDOWN** and in 1969 he was nominated for a Tony Award for his performance in the musical, **HALLELUJAH BABY.** Extending his interests well beyond the camera frame, Robert co-founded New York's Negro Ensemble Company, a multifaceted training and performance facility. In addition, he is Chairman and Chief Executive Officer of NABAC, inc., an organization founded for the advancement of blacks in communications.

BEAH RICHARDS

A veteran of theater, television, and film, Ms. Richards is best known for her moving portrayal of Sidney Poitier's mother in **GUESS WHO'S COMING TO DINNER,** for which she received an Oscar nomination. She has also appeared in numerous television shows like **BENSON, THREE'S COMPANY,** and **ROOTS II.** In addition to performing, Ms. Richards has taught acting classes at the Inner City Cultural Center, an arts training and performance outlet for the minority community in Los Angeles, where she also serves on the Board of Directors.

ANNETTE CARDONA

Ms. Cardona's extensive stage work is only a small part of her active career in the industry. She received rave reviews for her performance in **GREASE** and **THE FREDDIE PRINZE STORY.** Her television credits include **THE INCREDIBLE HULK, CENTENNIAL, BARNABY JONES, THE BIONIC WOMAN,** and **BONANZA.** This year she participated in **GREAT MOMENTS AT THE WHITE HOUSE,** a special performance for the President and Mrs. Reagan, as well as being a part of the award-winning PBS production, **MUSICAL COMEDY TONIGHT II.**

MYKEL T. WILLIAMSON

Mykel T. was first introduced to television audiences in the PBS series, **THE RIGHTEOUS APPLES,** which ran two television seasons. Between performances on such television shows as **THE WHITE SHADOW, HILL STREET BLUES,** and **FATHER MURPHY** (recurring role), Mykel T. can be seen in local community theater productions.

ERIC WILLIAMS

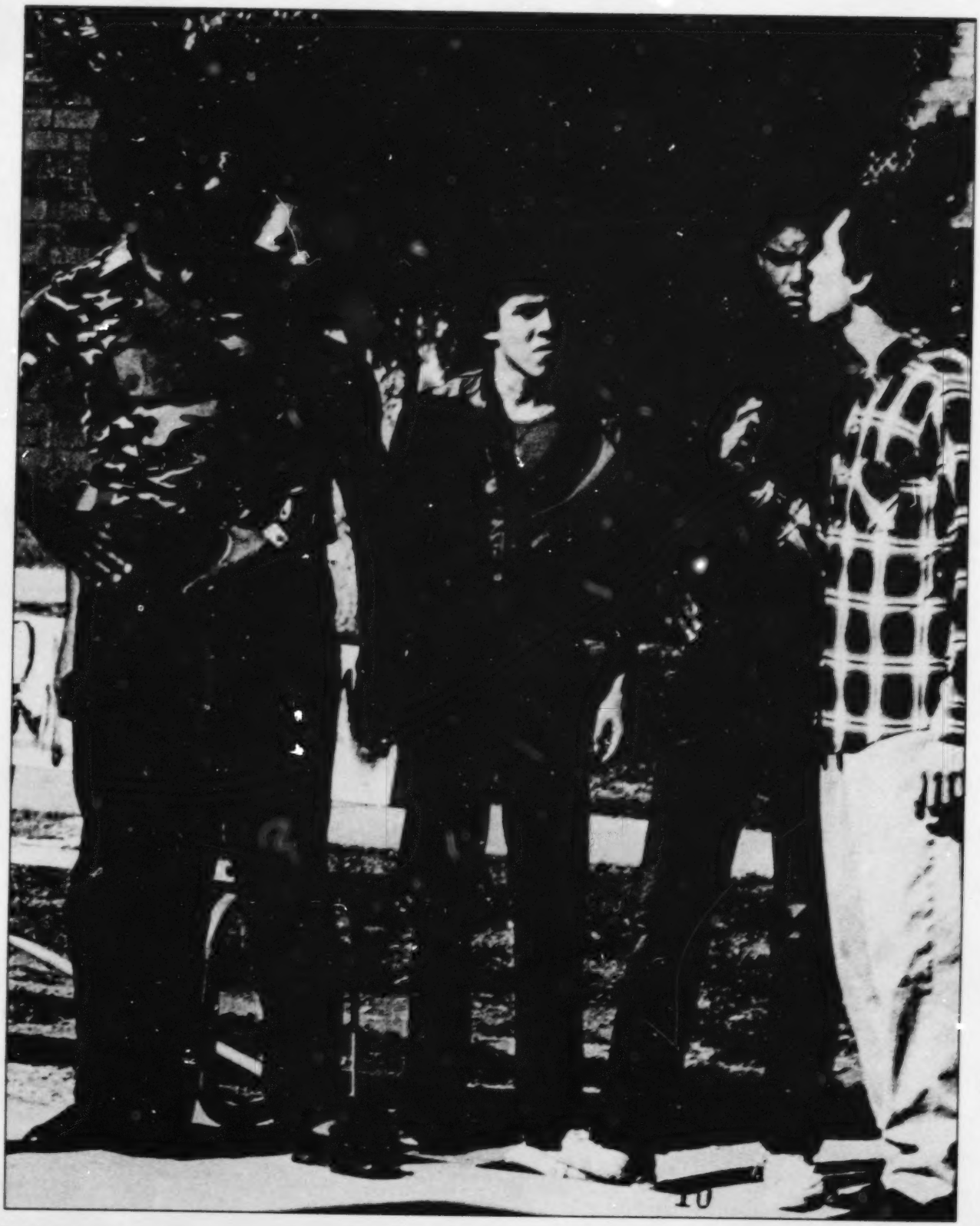
Eric is a talented newcomer to television. Recently relocated on the West Coast from Kansas City, he has continued to pursue his stage work in Los Angeles. Like the other young talents appearing in this series, Eric performs and studies at the Inner City Cultural Center where he appeared in several stage productions including **IN COMMAND OF THE CHILDREN** and **GREASE,** as well as starring in **GET DOWN, BEN BROWN.** Recently, Eric was cast in a **QUINCY** episode and also completed an anti-drug, public-service message for Rainbow TV Works.

Series Setting

The story is set in and around an inner-city community youth center called ***Youth Employment Skills, inc. (Y.E.S. inc.).*** A core cast of adolescent characters who are members of the center are involved in the process of exploring various types of jobs and workplaces within the community. The dramatization emphasizes to youth the crucial connection between acquiring certain basic skills now in order to increase job opportunities in the future. The series revolves around these youth as they struggle, succeed, and finally triumph over problems they encounter as they explore new ways to achieve their goals.

Neighborhood Drums

(The Street — or the Future?)



Program Summary

Jason has to choose whether to hang out with his street friends or to stick with a job he's enjoying and the chance to become more employable in the future. He sees his friends and former basketball star idol, Zac, leading younger guys into mischief rather than facing up to his own uncertainties about school and learning. He hears Sergio, who's been there, advise, "I'm thinking about when I graduate. There's a lot of people out of work out there, dude. And personally, I don't want to end up hanging out on anybody's corner."

Later, when Jason's street friends barely escape getting busted in a PCP raid, the neighborhood police officer and mentor, Mike Sunday, reminds Jason that he has the opportunity to be a model for his friends by setting an example and continuing on his job at the service station with Sergio.

When Zac's younger brother, Bobby, starts to look up to Jason, Zac becomes unreasonable toward Jason and Sergio and takes his hostility out by ripping up Sergio's computer book. Sergio is tempted to take revenge for Zac's actions, but avoids a face-off between Sergio's former gang, Los Tigres, and Zac and his buddies when the others come up with a more creative solution. Zac's buddies decide to band together with Jason and the ***Y.E.S. inc.*** group to investigate careers. They feel certain Zac will come around in due time.

This TV program points out that it's tough to resist the old gang and familiar neighborhood ways, but succeeding at a job means sticking with it, in spite of divided loyalties. Loyalty to peers means a lot to young people who may not be heavily involved in street life, but who do feel friends should "hang together." Firm, but caring adults, like the neighborhood police officer, can help young people think about the consequences of their choices and can help them to understand themselves as individuals.

This TV program is also intended to help young people choose friends and activities that will help to develop their options. Specifically, it shows the importance of both work experience and learning skills in preparing for the future. The activities for **NEIGHBORHOOD DRUMS** are directed toward increasing young people's decision-making skills and awareness of the implications of their choices in both work and personal situations.

Questions

1. Jason was torn between following the example of Sergio or the example of Zac. What was attractive about each? What did each have to offer in the present? In the future?

2. What were the things that were bothering Zac? How did he handle these conflicts? How could the group have helped Zac and Jason work out their differences sooner?

3. How do Miss Merritt and Mike Sunday work together and help each other do their jobs?

4. Is Mike Sunday like most police officers you know? How is he different? After giving the boys a break earlier, how did he feel when he discovered that the boys had gone to the PCP dealer to get loaded?

5. Bobby, Zac's little brother, says to Zac near the end, "I'm tired of getting in trouble. I'm tired of watching Mom worry about us. Zac, what are *you* gonna do when you graduate this year, huh? When I woke up in the hospital, Mom was crying because of me. I'm not gonna hurt her no more. You can, but I'm not." What choice is Bobby in the process of making? What will help him stick to his decision? How can young people learn to live up to their parents' expectations while still becoming their own person? Do you know kids who get in trouble on purpose to get their parents' attention or to seem tough in the eyes of peers? What advice would you give to such kids? To their parents?

6. Have you ever been in a situation where you had to choose between friends who wanted you to do something you knew you shouldn't and the straighter, but more boring path? How did you handle it? What things did you consider? What were the consequences of your choice?

7. Do you feel young people should be responsible for themselves? Is it the responsibility of adults to make young people do what's best for them?

Activities

Decide for Yourself

This activity introduces youth to the steps involved in personal decision making. In this activity, small groups work together to reach a group decision about dealing with different real-life situations. To set up this activity:

1. Discuss the decision-making process with participants.

2. Practice the decision-making process as a group.

3. Divide your youth group into clusters of three or four persons each.

4. Give each cluster a copy of **"Steps in Decision Making"** and one of the four **"Problem Situations."** Ask each cluster to carefully study the situation it is considering and to reach a group decision by following the outline, **"Steps in Decision Making."**

5. After all the clusters have reached a decision, have each explain how and why their decision was made. (If you have enough groups, it's interesting to compare different solutions to the same situation.)

6. If you want to extend this activity further, youth can repeat the process, inventing their own "problem situations" to act out.

STEPS IN DECISION MAKING

1. **Define the problem.**
2. **Gather relevant information.**
3. **Consider the alternatives.**
4. **Weigh the alternatives in light of your own values, enthusiasms, needs, and interests.**
5. **Arrange the choices in order of importance and make a decision.**
6. **Act on your decision.**

Problem Situation No. 1:
THE GAS STATION JOB

You have just gotten a job working for a local gas station. It's almost time for you to leave for work where you will take over the evening shift and will be the only person on duty. Just as you are about to leave for work, your younger brother becomes violently ill. You know your mother should be home within the hour, so he won't be alone for long. You also know that if you wait around to take care of him, you'll be late for your new job. What do you do?

Problem Situation No. 2:
THE LIBRARY JOB

You have just been hired for a summer work experience job where you're working as a library assistant in the local library. Your parents are proud of your new job, but you don't enjoy it because you'd rather work outside. Your counselor is happy you have the job and meets with you to talk about the skills you can learn while working in the library. How do you tell the counselor you'd like a different work assignment?

Problem Situation No. 3:
STAYING ON THE JOB

You have taken a job doing bookkeeping and secretarial work for a local firm and have been working there for about two weeks. You realize that the other young people training at the company are taking small things home from the office occasionally. Once they realize you've noticed what they are doing, they ask you to cover up for them. What should you do?

Problem Situation No. 4:
CHOOSING BETWEEN JOBS

You have been offered two summer jobs. One pays extremely well for loading and unloading trucks at a local supermarket. The other doesn't pay well, but is a job supervising younger children that may turn into a tutoring job during the school year. What should you do?

Explore Some Jobs

Exploring a variety of career options is an important activity for young teenagers (ages 12 to 15), even before they are ready to hold jobs. It can give them a better sense of what's out there and helps them to identify their own talents. Some businesses, even those which have no jobs for youth, may want to collaborate with a school or with a community organization in order to give young people a chance to learn about the jobs in their company, through "job shadowing" (where a young person follows an employee through his work day), through providing company representatives who can spend time talking to youth groups, or through short-term internships for youth in "try-out" jobs.

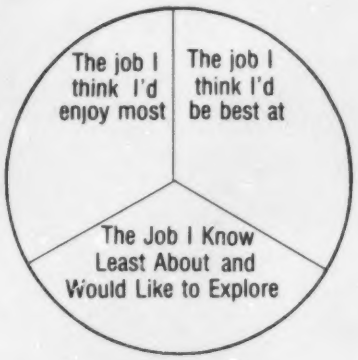
The decision-making process practiced in the previous exercise, **"Decide for Yourself,"** can be adapted and applied to career exploration. Participants can go through these steps:

1. Identify careers they think they would like, would be good at, or don't know much about and would like to investigate further.

2. Gather relevant information (newspaper or magazine articles, library research, telephone or in-person interviews with people currently pursuing these careers, job visits, invited speakers, etc.).

3. Have participants consider their own values, enthusiasm, talents, and interests in choosing three jobs to explore.

PERSONAL CAREER EXPLORATION PACKET



Discuss the decision-making process with participants, going through the steps as a group. Then have participants make their individual "career exploration packet" by listing three jobs to find out more about (together with notes on what they want to learn about these jobs).

4. Have participants arrange the three jobs they selected to investigate in order of preference and then have them choose one to explore.

5. Ask students to find out which local businesses or organizations have this job.

6. Make arrangements for youth in the group to volunteer as assistants or interns in the job they have chosen for a brief period of time.

7. After the career exploration is over, have youth share their experiences and compare what each has learned from their exploration.

Trading Places

Break your group apart into two, smaller groups — "cops" and "kids." The "cops" group then takes turns arresting members of the "kids" group. The "arrests" can cover a variety of situations — whatever scenarios your group chooses. After the "arrests" are made, the groups change roles and the youth who have been arrested get a chance to "arrest" the group who were previously "cops."

You can adapt this exercise to model situations of conflict between teachers and students, or parents and children, again allowing youth to gain first-hand knowledge of what things feel like from an adult perspective. The group should critique whether the adult roles are played realistically.

Talk It Over with the Family

Suggest to youth that they talk to parents and other relatives about the peer pressures they experience: on the job, in school, on the streets, and in the neighborhood. What are these pressures? How do they handle them? Have youth ask their parents how they handled such things when they were young and how their strategies have changed. Then, conduct a group discussion on peer pressure and how it works at different age levels.

Who Am I

Have two members of the group role play a situation where Zac runs into his old friends and explains his new self-image as a computer programmer trainee.

Thought for Today

Crime

> "It is not unusual for adolescents to be truant from school, partake of illegal and abusive drugs, consume alcohol, steal, or engage in premarital sex. Yet, for whatever reason — luck, money, influence, counseling, or some other combination of factors — the majority of youth do, somehow, make it back to the socialization mainstream."[1]

Y.E.S. inc. is about the influence of friends, counselors, and family; it's the passing remark or the moment of understanding that can make all the difference. These are "the combination of factors" we don't fully understand which are typical of the human investments we make everyday in each other's future. Although the dividing line between preparing for a career and the alternative of criminal activity is the finest line for some, ***Y.E.S. inc.*** is about the choices which can expand a young person's career options or those choices which can foreclose their chances to make their own decisions. Your "investment" can make a difference. Here is the comment of a Mexican-American girl, aged 20:

> "My brother, the one who is in jail, he never worked. He always had money and my folks never knew where it was coming from. They knew he was not working. Then we all find out he was pushing cocaine. He was like a salesman and he would go out there and sell to distributors. He dressed like he was a salesman, but he never had a job. Now he is in jail for ten more years."[2]

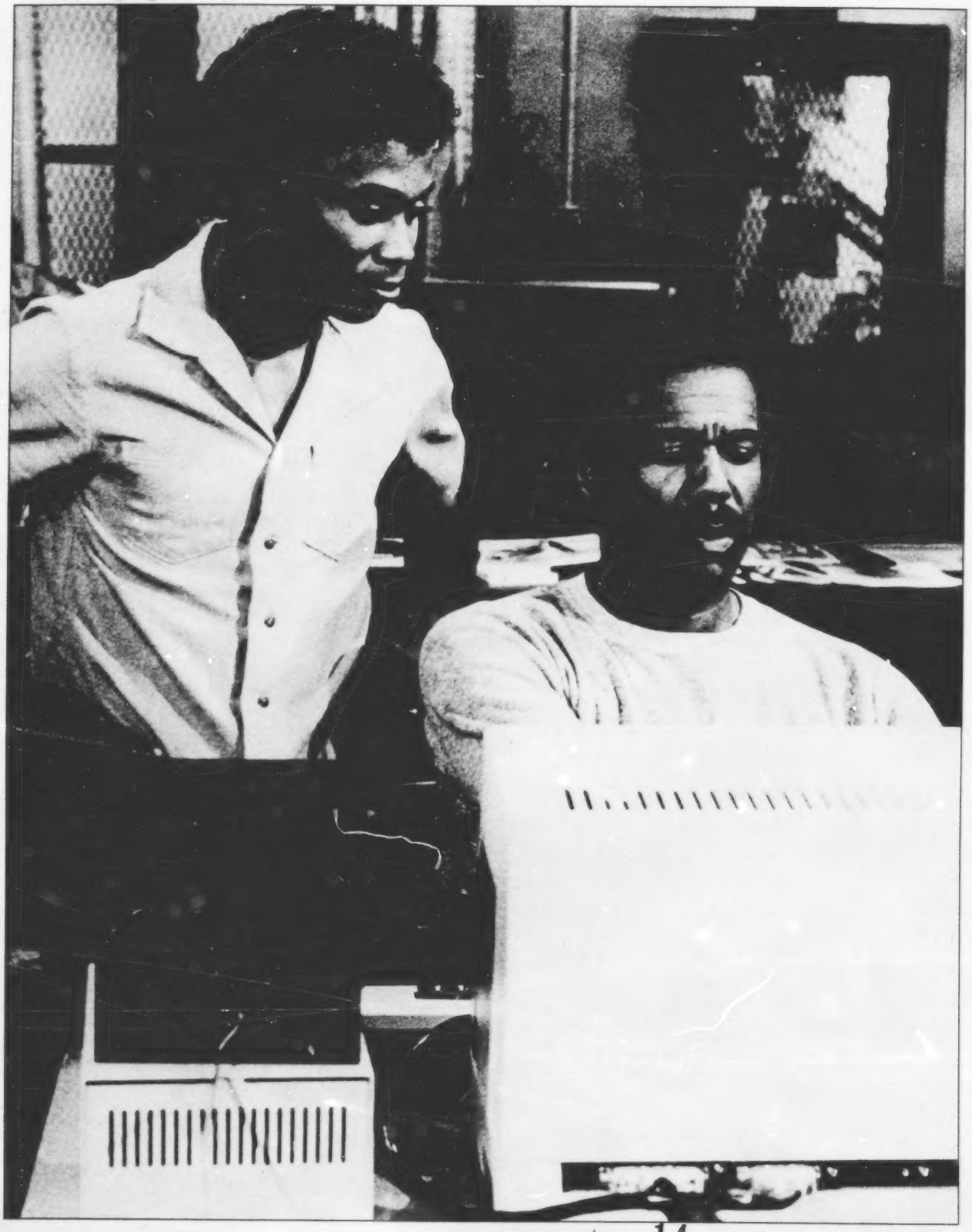
In the real world, there *is* another chance for some youth. It *is* possible to get it together. For others, there isn't another chance. After years of research, no one, especially the adolescent gambler, really knows what the odds are for these youth to make it in life.

1. Gottlieb, D. (1981) *America's Estranged Youth: Life Experiences and Workstyles* (Research Report Contract No. 21498004), 1. Washington, D.C.: U.S. Department of Labor.

2. (Ibid., 38.)

Nature's Rhythms

(Continuous Learning for Changing Jobs)



Program Summary

As the ***Y.E.S. inc.*** members prepare for a Computer Career Exhibition spearheaded by Jeffrey Johnson, Jeffrey's dad quits his job as auto parts salesman rather than learn to use the computer at the auto repair shop. Though Mr. Johnson has worked there for many years, he's angry because a non-reading working buddy was let go, and his dignity is offended by the idea that people can be replaced by machines. Jeffrey, believing his father has been fired and needs his support, decides to pull out of the ***Y.E.S. inc.*** computer project to spend more time with his father, leaving the other ***Y.E.S. inc.*** kids in the lurch. After Sergio and Traci decide to get involved and go to talk to Mr. Johnson's employer, Manny, Jeff's dad agrees to take computer training at ***Y.E.S. inc.*** and eventually gets his job back. The ***Y.E.S. inc.*** kids see a real-life example of the fact that computer skills build on basic reading, writing, and problem-solving skills. They also have the chance to become part of the personal network that can provide support to friends and family members during times of change.

This TV program points out that adults, as well as young people, can experience feelings of threat and insecurity when confronted with a situation that requires new learning. It leads viewers to consider ways of coping successfully with these feelings and suggests ways for them to take the initiative to solve problems. It also shows the importance of being supportive of another person who is experiencing personal crisis.

This TV program is also intended to help young people see the importance of continuous learning in the process of developing themselves for the future. The activities for **NATURE'S RHYTHMS** are directed toward increasing young people's awareness of changing job requirements.

Questions

1. Why was Jeffrey's dad so resistant to the idea of learning how to use a computer? How did that violate his concept of himself (his "self-image")? What did you think of Jeffrey's statement to his dad, "You won't be changing. You'll just be adding something." Have you had an experience like this? Describe it.

2. What role did Jeffrey's mom play in the situation? How else might she have reacted? Is Jeffrey's confrontation with his dad realistic?

3. What seems to characterize the way the Johnson family reacts to change and insecurity? Do all families react this way? What can kids do in families that don't hurdle crises as well as the Johnson family did? How have some families you have known handled crises?

4. One point that this drama makes is that parents can and do learn from their children, as well as vice versa. Is this the case in your family? What are some things your parents have learned from you? You from them?

5. Jeffrey's dad says, "If a person wants to work — he needs it like the air that he breathes." Aside from money, what kinds of satisfaction do men and women get from their work? Does it depend on the type of work? What things would make a good job or a bad job?

6. When Manny and Jeff's dad talk about how hard Jeffrey's dad worked to learn the business, Manny tells him, "You got to keep learning, now it's computers." What does it mean to be a life-long learner? How can a person continue to learn without constantly going to school?

7. What do you think of Jeffrey as the leader for the ***Y.E.S. inc.*** computer exhibition project? Should the group have chosen Jeffrey to head their project? Would someone else have been better? How would Traci have been as a leader? How about Jason?

8. Manny says, "...Every business around here is into new technology...We don't go there, we can't compete. No one's ever been able to stop the future from coming." Do you agree? Do you know anyone who uses a computer in his or her job? Do you know any people who have lost their jobs because of new technologies? What kinds of jobs will always be done by people because of the human skills involved?

Activities

What Would You Do

Manny, the owner of the business where Jeffrey's dad worked, has just laid off one of his oldest workers, Roosevelt Tinsley, because he couldn't read (even though he taught everyone in the shop their job). Have youth in the group role play Manny as he faces laying off Roosevelt Tinsley. Is there anything else Manny could have done? (For example, could he have convinced Mr. Tinsley to enroll in a remedial reading course? Or given him a new work assignment?) How does he break the news? As a follow-up, you might have the group role play the confrontation between Manny and Jeffrey's dad, but negotiate an agreement that works out instead of ending with Jeffrey's dad walking off the job.

My Parents' First Job

Ask youth in the group to spend 15 minutes talking with their parents about their experiences in finding or losing a job. Some questions that youth might ask are these:

1. Were you nervous when you went looking for your first job?

2. What was the hardest for you about looking for a job?

3. How did you feel about yourself?

4. Did anyone help you get through the rough spots? How did they help?

5. Did you go through any changes in your opinion of yourself as a result of your experiences?

Youth should write a two-page summary of the problems their parents faced and share them with the group. Youth can discuss whether their parents faced similar problems or different kinds of problems. How did their parents' families support them during the period of stress when they were trying to get their job?

Parents and Neighbors Talking about Their Jobs

Most youth don't have many chances to find out what's really involved in their parents' or neighbors' jobs. Ask youth to invite in a series of "community speakers" drawn from parents and adults they know. These visitors can talk about how they got the job they currently have and what's involved in their job. Parents currently involved in job training in preparation for a job or to upgrade their skills can participate in a "life-long learning" panel and discuss the ways in which people can continue to learn throughout their work life. Be sure to stress to prospective speakers that their experience in decision making and coping with the difficulties of advancing in a career will be genuinely helpful to the youth group in learning about the world of work.

What's My Job

The game played by the ***Y.E.S. inc.*** characters at the opening of **NATURE'S RHYTHMS** is an easy one to set up and is based on the old game of charades.

1. Break the group into two teams and a third "job-coaching group."

2. Have Team A and Team B select five job titles to act out. *(The Dictionary of Occupational Titles,* which is available in almost every library, can be used by teams as a source of job titles.)

3. Write these job titles on small slips of paper. Members of each team alternately draw job titles from the opposing teams' handful of paper slips. A team member who needs help in understanding what's involved in an unfamiliar job title can ask the job-coaching team for help in figuring out — with the use of the dictionary — what's involved in the job they are trying to act out. The job-coaching team is neutral and gives the best help it can to both sides.

4. The team that guesses the five jobs in the least total-elapsed time wins. Remember, whichever team wins, both should recognize the help of the job-coaching team.

This game can also be played in another version by assigning job titles for jobs ten years in the future. Like Jason's skit at the opening of **NATURE'S RHYTHMS,** these can be imaginary jobs (e.g., space geologist) as well as ones which actually exist. (The magazine, *The Futurist,* put out by the World Future Society and listed in the **Resources and Model Projects Appendix** of the ***Guidebook***, is a good source of descriptions of future jobs and workplaces, as well as being a fun magazine for youth to browse through.)

How the Future Looked Yesterday

With any new invention, there is always some anxiety about how it will affect people's job security and accustomed ways of doing things. What's different today is the rate of change — it all happens so fast. Often people are negative about new inventions because they are frightened of them. At other times, their skepticism is right on target. Have your youth group develop skits around the following:

A. A buggy maker's reaction in 1900 upon hearing someone say that every family will have one of the newfangled automobiles. What happens when someone suggests that some families will have more than one automobile and that even teenagers will have their own automobiles?

B. A ship owner's reaction upon learning that the Wright Brothers' flimsy airplane will be used to move cargo around the world in a matter of hours.

C. A teacher's reaction in 1930 when he/she hears that television

will be used to help educate people in some situations.

D. A guitar player's reaction in 1940 when he/she hears that some people are thinking of inventing an "electric guitar."

E. Any other situation that you want to create.

Find Out for Yourself

The requirements for jobs such as "welder," "teacher," and "electronics assembler" can vary from one geographical area (local labor market) to another, and from one company to another (industry), even though they carry the same job title. The Computer Career Exhibition project portrayed in **NATURE'S RHYTHMS** is one where ***Y.E.S. inc.*** participants are collecting information on jobs and loading it into a computerized database.

You can set up a similar project. Here are the steps:

1. Familiarize youth in your group with the "Yellow Pages" in the phone book. Using typical "Yellow Page" headings, youth can choose general industry areas that they are interested in investigating from "Automobile Customizing" to "Wind Energy Systems" (actual headings).

2. Have each participant choose one heading that most interests them. Have each participant plan to contact two employers listed under that heading to ask what kinds of jobs are involved in their business. Participants should also plan to ask what skills and preparation are needed for each of these job categories.

3. Review telephone skills with participants. Be sure youth state clearly that they are calling not to ask for a job, but as part of an assignment to learn more about what local employers are like and what kinds of skills and attitudes they are looking for in their employees.

4. Have youth call employers.

As part of the group's discussion, explore whether different employers had different requirements for the same job title (e.g., "bookkeeper," "car mechanic"). Also discuss the difference between industries and jobs.

Ask an Expert

Brainstorm with your young people to identify questions they have about the future and invite some qualified speakers to address these questions. In the process of talking about the changing world of work and the future, they are likely to give a good overview of the present as well.

Speakers may be available from local businesses, government, universities, unions, or from your local Private Industry Council.

Some of the kinds of issues to ask speakers to cover are:

1. What kinds of jobs will be available locally in the next ten years?

2. What kinds of skills will be required in those jobs?

3. How are familiar work tasks likely to be reorganized and changed as a result of new technology?

4. What advice do you have for youth program participants who are trying to prepare themselves for careers? For those who are trying to make career decisions that are right for them personally?

Thought for Today

Family

In the winter of 1982, over 1.8 million unemployed, adult workers (40% of them black) were not even looking for work because they didn't think there were any jobs available. Some of them were right.

Many of the jobs in manufacturing lost in the recession will never again be filled. Throughout the U.S., adults are discovering that they must learn new skills in order to compete in today's job market. Families, friends, and even whole communities are sometimes finding themselves facing the problems of unemployment together.

Youth unemployment isn't just a "youth" problem," or just a "skills problem," or just a "government problem." Unemployment is a family problem. Whatever your age, however large or small your family, when one person loses his or her job, everyone in the family is affected. But, everyone in the family can help contribute in some way to help work things out.

Time for Myself

(Responsibility Is Often Frightening)

Program Summary

Traci Jordan decides she will volunteer as a nurse's aid at the Crenshaw Convalescent Home to pursue her interest in the health professions. She becomes friends with one of the patients, Momma Eunice, a dignified, well-educated, older woman who's had a stroke. Traci becomes very fond of Momma Eunice, reads to her and in return gets hints on improving spoken English, and enjoys the friendship a great deal. But when Momma Eunice suffers a second stroke, Traci fears a loss like the one she suffered when her grandmother became disabled. Traci leaves her job and doesn't return until gently, but firmly, encouraged to do so by her friends at ***Y.E.S. inc.*** When she does return to the convalescent home, she finds Momma Eunice is improved and able to walk, and Traci s fears turn out to be exaggerated. As Traci and Momma Eunice talk, Traci realizes how much Momma Eunice has missed her and how much they really needed each other while Momma Eunice was temporarily disabled. It's also clear that whether in a job situation or a career exploration strategy, following through and sticking to it are important skills of maturity.

This TV program points out that part of becoming mature is accepting different realities like sickness and aging. Traci's interest in helping others isn't enough to make her a good health professional; she also needs to learn how to accept the inevitable and how to deal with her own personal conflicts and needs without deserting others in the process.

The activities are intended to help young people explore career options through a variety of community and media resources.

Questions

1. What are some of the different jobs Traci has a chance to observe or try out by volunteering to work at Crenshaw Convalescent Hospital? What skills are needed for each of them?

2. How helpful are the adults she encounters in assisting her to be effective in performing these jobs? For example, how well does the nurse at the switchboard instruct Traci for the job of answering the telephone? What might she have done differently? Did you think Traci's mom was helpful? Why do you think Traci didn't want to tell her mom what was going on? How should parents relate to kids who are having problems they don't want to talk about? How should kids relate to parents who are having problems?

3. In what ways is Momma Eunice a role model for Traci? How does she help Traci? Would you like to be like Momma Eunice when you grow older? What can the generations learn from one another and do for one another? Name older people you have known who have made a contribution to your life.

4. Which personal qualities make Traci good at her nurse's aid job? What are Traci's qualities or skills that need development? What can she do to further develop her strengths?

5. What does Traci learn about different kinds of language and their appropriate uses? What are some of the different situations in daily life in which you are likely to use different languages (ways of talking)? Have you ever "blown it" by using an inappropriate style of talking in a particular situation? (For instance, do you talk the same way with your friends as you do with your minister?)

6. How do Traci's memories of her relationship with her grandmother influence her reaction to the stroke that Momma Eunice had? How else might she have handled the situation? How do various people help Traci get back to the convalescent center and her responsibilities there?

7. What does Traci learn from this series of events? About herself? About the health profession? About the balance between personal needs and professional responsibilities?

8. How does your ability to handle life crises carry over into job effectiveness?

Activities

Television and the World of Work

To help students think about the way the world of work is portrayed on commercial television, ask students to compare and contrast **TIME FOR MYSELF** with their favorite hospital television program (**QUINCY, GENERAL HOSPITAL,** etc). The discussion should include these points:

1. What do television producers seem to assume the American public wants to see on hospital programs? Service? Professionalism? Disasters and crises?

2. How realistic are the lives/successes of the characters portrayed in the television dramas?

3. What jobs or roles do the men have? What jobs or roles do the women have?

4. What racial or religious background do most people have in television dramas?

5. In general, what idea would a visitor get about American work life if that person only watched situation comedies, TV dramas, or soap operas?

6. What can you conclude about role models available on commercial television?

7. What impressions is Traci likely to get of the health professions if all she does is watch television? In contrast, what has she learned by serving as a volunteer in the hospital and getting some hands-on experience?

Some participants might be interested in doing some further research on this subject. They could identify jobs they're interested in and then keep track of the way they are shown on television: in the news, in dramas, and in general interest programs. They could contrast that with portrayals in magazines and newspapers, plus whatever they might know from experience or through talking with those who actually hold those jobs. **(See worksheet, p. 27)**

Language and Jobs

Through her experience at the switchboard and her conversations with Momma Eunice, Traci learns how important it is to be able to speak the language appropriate to the situation. For job flexibility in many multicultural cities, it's handy to be able to speak Spanish, as well as other languages. For communication purposes in a variety of social and professional situations, it's essential to know the difference between "street" English and "public" English.

Have your participants role play the following situations using whatever "language" is appropriate to the conversation:

A. Traci is getting bad grades and has decided to drop out of school. She has conversations with a series of different people, each of whom tries to talk her out of it:
- —the school principal
- —an older girl just out of jail
- —Traci's minister
- —her best friend
- —a local shopkeeper

B. Jeffrey has been at prep school for a semester on a special fellowship. He comes back for a visit and runs into a variety of people who ask him what it's like at prep school:
- —his former English teacher
- —some younger, neighborhood kids playing in the yard
- —Mike Sunday, the neighborhood police officer
- —his younger brother, Jamaal, who has just started his own rock band
- —the girl he used to have a crush on when he was younger

C. Sergio has volunteered to teach computer skills to local, former gang members who are on probation (but out of reform school only for as long as they attend school). He shares his views on the importance of computers for the future of youth with these people:
- —one of the probationers he works with
- —the president of the company who donated the computers he's using
- —his aunt, who owns her own grocery store
- —the local Urban League (where he's been invited as a guest luncheon speaker)

After each series of role plays, have your youth discuss the ways language changed with the situation: style, content, slang, nonverbal language, local expressions, formality, etc. Have them analyze who did the best job of using language appropriate to the situation.

Oral History

Traci is amazed as Momma Eunice introduces her to black writers she has never heard of before — and to a new sense of language. Older people in the community are a valuable source of information, but much of their information dies with them. Get youth in your group to do a short oral history of your community. If older Chicano people in the community want to tell their stories in Spanish, have youth in the group practice their bilingual skills translating the narratives.

A bit of preliminary research can give youth an idea of the kinds of information older people have that might be interesting. Young people may also find that much of this history may give a new perspective on employment. **(See worksheet, p. 29.)**

Time to Help Others

Ask youth in your group to spend an afternoon discussing what they could best do to help out another group in the community. What are the most pressing needs? Is it possible for a group of young people to do anything to help out?

Have youth develop a list of people with whom to discuss their ideas. The list might include parents, representatives of the group youth would like to help, local government officials, or representatives of community organizations. Youth groups have successfully worked in tutoring other youth, in volunteering at hospitals or senior centers, in community improvement projects to weatherproof older people's houses, etc.

For details on how to make this kind of project succeed, it is well worthwhile to order the National Commission on Resource booklets, *Youth Participation* and *New Roles for Early Adolescents in Schools and Communities*. (Also see **Resources and Model Projects Appendix** of the ***Guidebook*** for examples of successful youth-developed community projects.) **(See worksheet, p. 28.)**

Talking to Parents and Family Members

Encourage your youth to discuss the issues raised in this program with their families. Illness, loneliness, old age, and death are taboo topics in many families, but discussion of them can bring people closer together.

Thought for Today

Teenage Pregnancy and Childbearing

The chances of a 14-year-old girl becoming pregnant before she reaches 21 years of age are 40%.

For many teenage mothers, having a child is one way to acquire responsibility, as well as someone who cares about them, often against their better judgment. One young, black mother, age 18, had this to say:

> "If I could do it over, I guess I wouldn't have any kids. But then sometimes I think maybe there's really nothin' out there to do. You know, maybe I'm not really missing nothin' 'cause sometimes if you don't have nobody in your life, then it don't really mean nothin'. But you know, the thing was, I was just *young*. I was just trying to find out what life was about."[1]

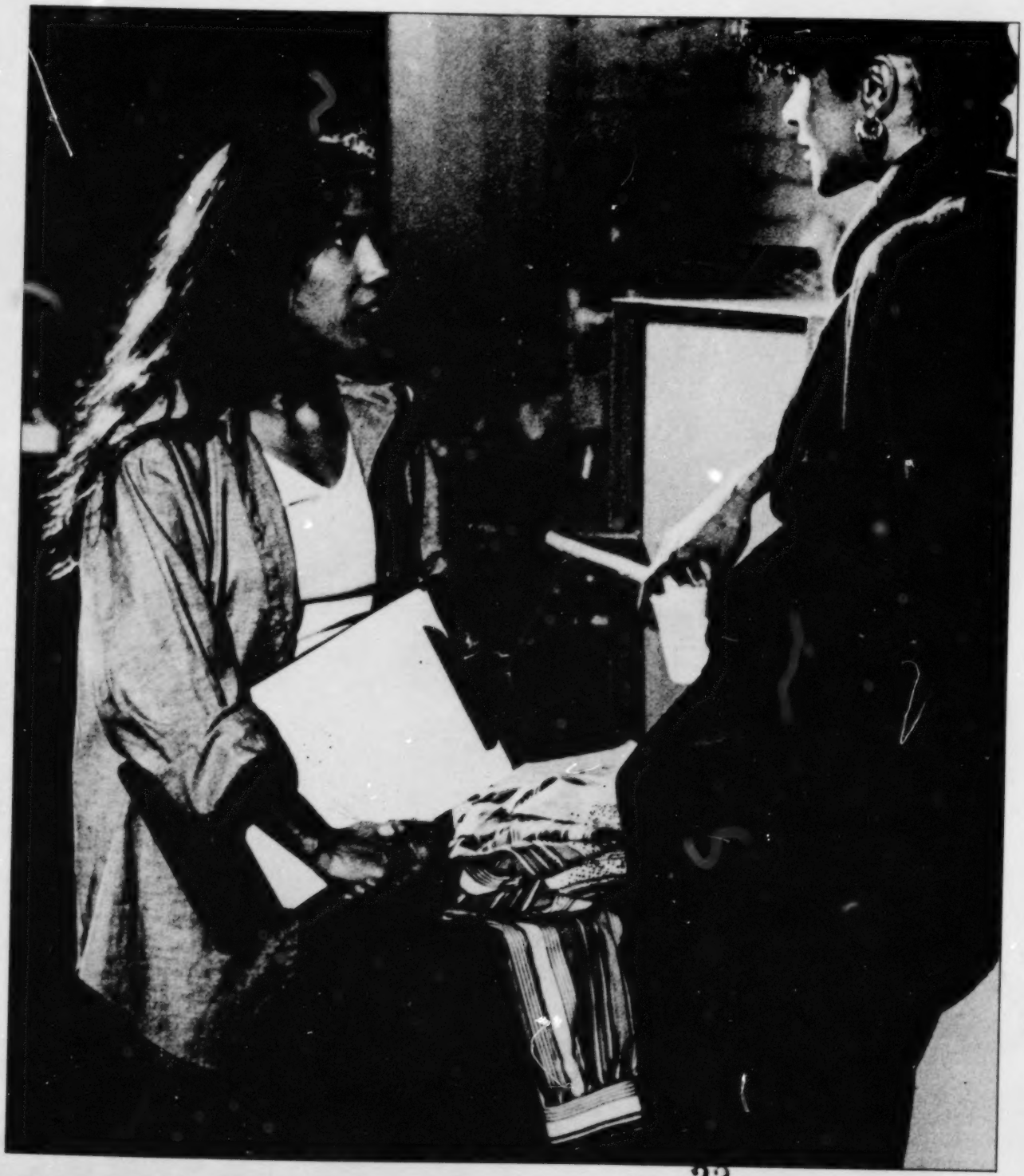
In a study of poverty in America over a ten-year period, 61% of the families found to be persistently poor were households headed by women, many of whom were teenage mothers who had dropped out of school.

The face of poverty in America is female — a portrait of a mother supporting her child, or children, on her own.

1. Snedeker, B. (1980). *Youth Perspectives — The Lives Behind the Statistics* (Youth Knowledge Development Report No. 2.10).54. Washington, D.C.: U.S. Department of Labor.

Top of the Line

(Tomorrow's Dreams, Today's Hard Work)



Program Summary

Angie Flores' desire to become a fashion designer is the subject of this drama. To "get in" the fashion environs, Angie takes a job in the office of her cousin's clothing design business working on clerical and bookkeeping tasks. She soon runs into trouble because she leaves her job unfinished to talk to the models and designers. After being politely called on her irresponsibility, Angie manages to talk her cousin into hiring Traci to help out with the office tasks. Angie mistakenly thinks this will free her for more adventurous work. She soon has a new problem on her hands when she realizes that she has misplaced a crucial message which almost ruins the shop's seasonal fashion show. After being given a choice between performing her job professionally or leaving the shop, Angie overreacts and quits. In the end, Angie learns that she must use her present skills before she can take the opportunity to learn new ones.

Some of the tensions young people feel as they attempt to map out a career is due to their high aspirations for a glamorous, successful future while facing the immediate realities of acquiring skills, doing nitty-gritty work tasks, and meeting the daily responsibilities of entry-level jobs. Part of finding one's career is to dream big dreams, to get excited about possibilities, to have bright hopes for the future. Part of it, also, is to do unglamorous tasks well and faithfully, knowing that a true "professional" is one who does what needs to be done with capability, commitment, and conscientiousness.

This program is intended to help young people learn to "pay their dues" in order to achieve their aspirations. The activities for **TOP OF THE LINE** are directed toward increasing young people's awareness of their attitudes about work and success.

Questions

1. Was Angie really prepared to take on this job? How realistic was she about what would be involved? What could her counselor, Miss Merritt, have done to better prepare her for what lay ahead? (Participants might role play a counseling session between Angie and Miss Merritt.)

2. What were Angie's strong points for this job? What were her weak points? What main change did she have to make in order to be a success on the job?

3. What is Angie's dream? What is the role of dreams and fantasies in getting ahead? How can they be assets? How can they get in the way of achieving success?

4. When Marielena confronts Angie, she tells her, "Then learn this, because this is bottom line. Fashion is a business. If your books aren't in order and you can't get any shipments, then you can design all you want. There won't be any dresses — only fantasies. What you have to learn first is how to work in a professional manner." One of the problems between Angie and Marielena is that they each had somewhat different expectations about why Angie was there and what she would do. What did Angie expect to learn? What did Marielena expect her to learn? How did they handle their communication problem?

5. Did Marielena go "straight to the top"? What things helped her get to where she is today? How does she feel about "paying her dues"? How does she feel about where she is today?

6. What could Angie have done differently in this situation to have avoided the problems she encountered while still achieving her own goals? What could Marielena have done differently? How about Miss Merritt? What role did Traci play?

7. What are the possible futures for Angie? What's the best that can happen to her? The worst? What can she do to make the difference?

8. In learning a new job, what are your responsibilities to yourself? What are your responsibilities to your employer and to the job situation?

Activities

Moving toward Success

1. Ask each participant to keep a diary with a place to write about the following items for each week they're in the program:

   — My career exploration goal for the week and the risks involved
   — My successes (related to goal)
   — My feelings about the goal and related pressures
   — My feelings about the successes or failures of others in the group

2. On Monday of each week: have participants set their goals for the week.

3. During the week: participants should update the diary whenever something pertinent happens.

4. Every Friday: spend 30 minutes discussing activities, successes, failures, feelings, etc. At these meetings, youth should help each other analyze failures and successes and suggest ways to cope with failures realistically. The tone of these discussions should be supportive and relaxed. Each young person should try to be open about their feelings and make positive suggestions to others.

Ten Years Later

Have each young person role play the following situation:

Ten years from now, Angie runs into Traci while she is shopping and updates Traci on what's happened in the past ten years. During their visit, either Angie or Traci must bring up the time when they lost the note at Marielena's. This leads to a discussion of the lessons they learned from the experience.

Role Models and Mentors

For Angie, Marielena represents someone Angie wants to be like (a role model), someone from whom she can learn, and someone who will show her the ropes (a mentor). Marielena represents a person with whom Angie can identify and who has a future Angie would like to have.

In a group discussion (or in written form), ask participants to describe people in their lives who are or have been role models for them and who represent a future they'd like to have. Ask them to list the attractive qualities of that person — the things they'd like to imitate. (It need not be someone known personally; it could be from a book or television.) If it is a person in their own lives, they might also list ways that person has helped them.

Have each person compare what they wrote, then conduct a general discussion about what one can do to choose good role models and mentors.
(See worksheet, p. 30.)

The Firing Game

Have youth in the group pair off. In each pair, one youth is the "employer." The other is the "young worker." Each employer/worker pair will role play a situation where the employer fires the worker for doing something wrong. Some situations to role play are the following:

A) The worker arrives at work late and states that the bus he or she was riding on broke down. The employer doesn't believe it and fires the worker.

B) A furniture factory worker misreads his instructions for a work order and dips all the chair legs into the wrong color of paint. The employer insults the worker and says that even a child could have done better. The worker walks off the job.

C) The dispatcher in a tow truck business gets a message that a car is broken down ten miles out of town and that the driver will pay double to get the car towed to a garage right away. The boss has told the dispatcher that he doesn't want to be disturbed under any circumstances before 9 A.M. The boss fires the dispatcher when he arrives at work and finds that the dispatcher didn't tell him about the disabled car.

D) Invent more situations of your own.

When an employer/worker pair has completed the role playing, ask the group to give the employer advice on how he or she could have been a better employer and avoided firing the employee. Now, have the pair trade roles (with the "bad employer" becoming the "worker") and have them both go through the role playing, trying to work things out. The young worker should try to make the employer's job easier by trying to work things out (apologizing for the mistake, etc.). How realistic does the group think their role playing is?

Working Women

Have youth in your group take a survey of businesses in your neighborhood. How many businesses are run by women? (The survey should include enough businesses to ensure that several women proprietors are included.) What do male employers think is most needed for women to succeed in business? What do women employers think is needed to get ahead in business? How many of the boys in the group think that women can be successful in business? How many of the girls think that women can be successful in business? Discuss what the reasons for differing responses from males and females on this subject might be.

(See worksheet, p. 31 .)

Thought for Today

Employer Perspectives

When people think of businesses that are actively involved in solving the current youth employment problem, they usually think of large corporations like MacDonalds and IBM. Actually, small employers are aware of what's happening in their local communities and are just as capable of impacting youth unemployment. In fact, 2/3 of all new jobs in our economy are provided by small companies.

Most employers agree on certain criteria: they want to hire those youth who know how to perform on the job, who have a "good" attitude, who are productive, and who are reliable. Most employers feel that if youth have these basic foundations to build on, and demonstrate a desire to learn, then business is interested in them.

Here are some of the other concerns highlighted by the Vice President's Task Force on Youth Employment in *Private Sector-Education Roundtable Series (Final Report, October 1978)*:

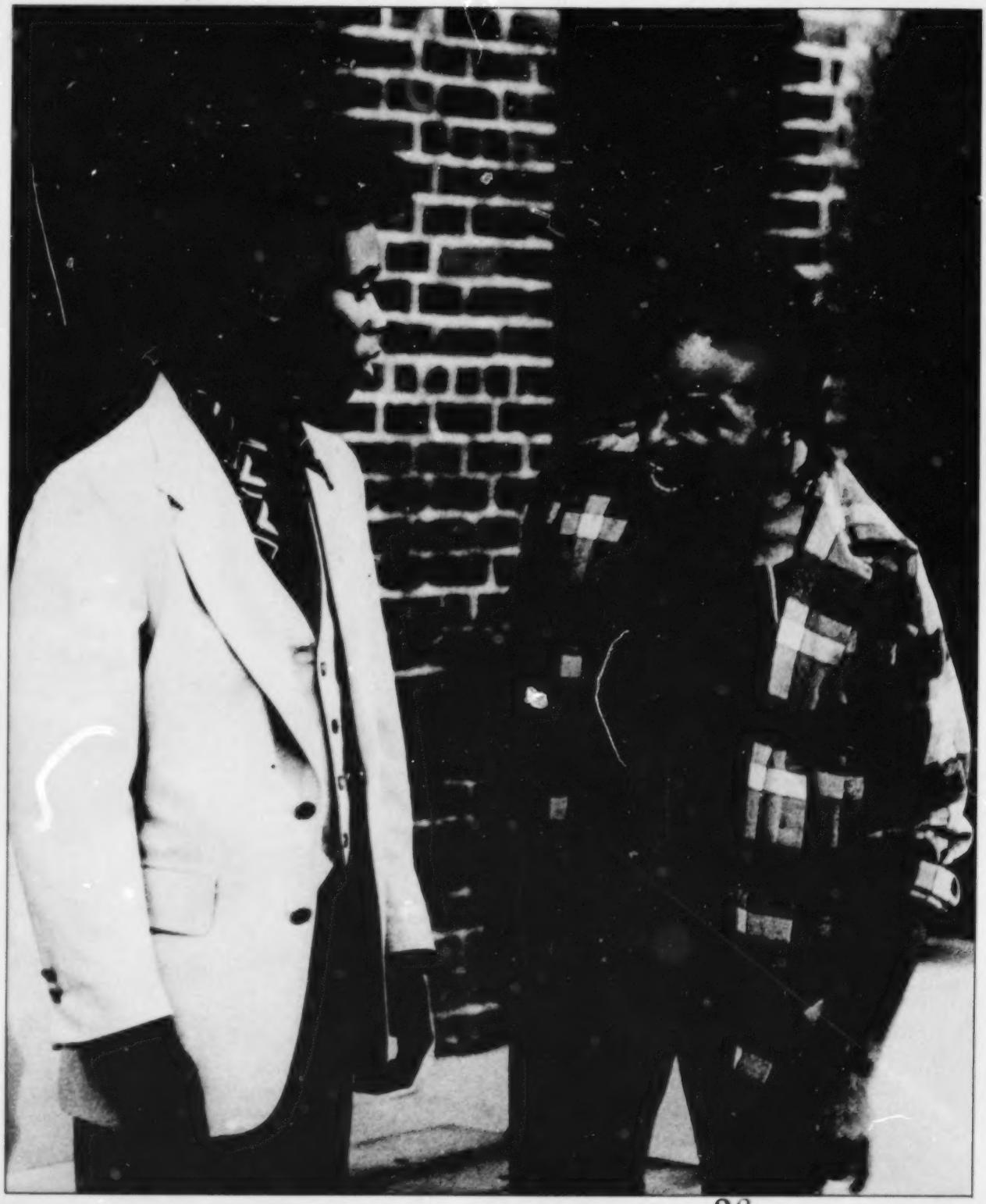
- Schools should introduce children to jobs and careers in the elementary grades and continue to reinforce learning with progressive exposure to the world of work.
- Work experience should involve productive work which is valued by both the employer and the community.
- Employers should be encouraged to provide youth with opportunities to briefly explore unfamiliar careers and work sites.

Sometimes, youth and employers don't agree about who's responsible for learning and who's responsible for teaching.

Good communication skills play a large part in making the experience of learning successful. Otherwise, the conflict is inevitable. No matter who's right or wrong, a beginning worker usually has the most to lose in the long run.

All the Difference

(Change, Risk, and Personal Identity)



Program Summary

Jeffrey is torn between going to a prep school, which could help him make friends and contacts for the future, or staying with his neighborhood friends where he's comfortable and feels at home. His friend, Ossie, also an "A" student, tells Jeffrey, "As long as you're black, you'll get what they give you," and he discourages Jeffrey from going. Ossie chooses to stay where he is, in his familiar surroundings, even though he's good in math and science, and dreams of being an astronaut. Ossie is afraid to risk "going for it" and ultimately falls to his death from the rooftop while drinking wine and performing some "new moves" along the edge of the roof. This event forces Jeffrey to get a "bigger picture" himself, and with the help of his friends and his father, he decides he can keep his black identity while at the same time taking the risk to move ahead.

"Fear of success" is a theory psychologists have recently proposed. It characterizes the paralysis that grips many people on the edge of change, particularly women and minorities, when they realize that their own efforts may move them out of the sphere in which they feel comfortable. In this TV drama, Jeffrey struggles through his fear of both the white prep school and the new person he may become.

The purpose of this TV program is to encourage students to think about risk, fear, and self-identity. The activities are aimed toward helping them analyze their own risk-taking behaviors, how they cope with failure and success, and how they can strengthen their self-image to try new things.

Questions

1. What were Jeffrey's fears? How realistic were they? What could he do about the things he feared? What advice would you give him?

2. What were Ossie's fears? What was he afraid he'd lose or have to give up? What suggestions would you like to make to him? Do you know anyone like Ossie?

3. What kinds of jobs could Ossie have tried if he hadn't given up?

4. What roles were played by various people in helping/hindering Jeffrey? By Miss Merritt? By his teacher, Mr. Blake? By his dad? By his friends at ***Y.E.S. inc.***? How would you have reacted to each of these people if you were Jeffrey?

5. What were some different attitudes toward getting ahead which were expressed by the various characters? Toward being black? Toward what prep school could offer? Who did you agree with and why?

6. Jeffrey says to Ossie, "Ossie, why don't you quit using 'black' as an excuse for not trying? That's dead, man. I mean, Malcolm X *did* push for education and so did DuBois, Carver, King — everybody. So what makes you so sure you can't get ahead?" And Ossie replies, "Man, be realistic. Quit believing in fairy tales. If you're black, there's no such thing as happy-ever-after endings." If you were there, what would you say to Jeffrey? What would you say to Ossie?

7. Do you think Jeffrey's dad was right or wrong to make him go to the prep school interview? What would your parents have done? How would you have reacted?

8. Miss Merritt tells Jeffrey, "You think I don't know what it is to feel out of place? Well, I've got news for you. Anybody who has ever left home has felt out of place. You make adjustments and you keep on steppin'!" At the end of the program, Jeffrey tells Miss Merritt, "Even though you didn't grow up in my neighborhood, you fit in real well." Is it possible to learn to adapt to new situations without giving up who you are? What are some things you can do to "learn" about a new situation? How have you handled some new situations?

Activities

Identifying Career Goals

Ossie dreamed of being an astronaut, but did nothing concrete to make his dream come true. The following exercise gives a structure for goal setting, self-analysis, and planning. Have participants complete an activity worksheet where they:

1. Identify a career goal they want to achieve.

2. Decide how badly they want to achieve that goal compared to the other things that are happening in their lives.

3. Identify the feelings they would have if they reached the goal. If they failed?

4. List personal feelings and attitudes that can help them as they work toward this goal. (I'm improving, I'm getting better, I'm practicing.)

5. List feelings and attitudes that might be obstacles. (I can't, I won't, I'm afraid, I don't want to.)

6. List "external" things that might block achievement. (Lack of time, no equipment, lack of money, resistance from others, bad luck, poor skills, inappropriate goals.)

7. List sources of help that might be available. (Parents, expert advice from a professional, friends, etc.)

This activity worksheet could be set up as a balance sheet of "assets" and "liabilities." Discuss with participants how liabilities can be changed into assets.
(See worksheet, p. 32.)

Identifying Skills and Talents

To help youth identify ways they might develop their talents and capabilities, have them brainstorm a list of talents or skills they'd like to develop and deficiencies they'd like to remedy. Then, have them list some steps to take to build on their strong points and to make up for their weak points.

In pairs, have them go over each other's list and suggest other options their partner may have overlooked
(See worksheet, p. 34.)

First Day at School

Have participants role play Jeffrey's first day at his new school in a series of conversations he might have:

A. With three other newcomers to the prep school: a black from another neighborhood, an Italian who's been in America only five years, and a Vietnamese student who's new to the country. They compare notes on how they're feeling about entering this new setting.

B. With a very well-to-do, "prep-pie" guy who is terrible at math and has to take difficult, advanced math courses this semester.

C. With a young teacher who's new to the school.

Have participants discuss the role plays. What kinds of fears did different people have? What advice would you give to help overcome their concerns and to make a success of the situation.

A Different Ending

Have students create a different ending, either in writing or through a role play, for Ossie's story. Instead of foolishly losing his life while playing and drinking on the roof, have Ossie leave town. You might suggest they write a letter from Ossie to his friends in the neighborhood ten years from now which tells what he's done, how he did it, and how he feels about it.

People Who Have Succeeded

Research some successful people from various ethnic backgrounds who've overcome poverty in their lifetime. Here is a list of some well-known people:

Toni Morrison
Barbara Jordan
Jesse Jackson
Malcolm X
Cesar Chavez
Piri Thomas
Rudolpho Anaya
Maxine Hong Kingston
Harold Washington

(Many of these are writers whose books are available at the library.)

Have youth present brief reports on them, discussing these questions:

1. What things did they have to overcome?

2. How did they go about doing it?

3. How do they feel about the process?

4. How do they feel about themselves now?

Set Up a Job Club

As your youth program ends or as the school year comes to an end, adolescents leaving the group will be faced with the ongoing need for opportunities to build their employability skills or with finding employment. Work with members of your group to set up an informal job club. This job club can be organized with nothing more than a two-page list of club members' telephone numbers and addresses, and the decision and commitment by members to support each other:

— in sharing information about job openings;

— in helping each other develop letters to prospective employers;

— in updating resumes;

— in analyzing how a job interview went and learning from the experience;

— in providing encouragement when the next step seems frightening and overwhelming;

— in providing support when things don't work out.

At times, it may be important for job club members to get together to look through the newspaper at the same time or to support each other as they take that first step and dial an employer's number to inquire about jobs. At other times, they can stay in touch by telephone. If the club is to stay together, members should probably get together at least once a week, even if it's just for a half hour of socializing. If a youth program is good, the end of the program may well threaten a young person, who's excited and motivated, with the loss of security and self-confidence gained from the group experience. Staying in touch means they can take the Youth Employment Skills Center with them. Just as Jeffrey learned to look back on good times with Ossie, you can encourage youth to stay in touch even when it seems that a whole period of their life is over.

Overcoming Your Own Fears

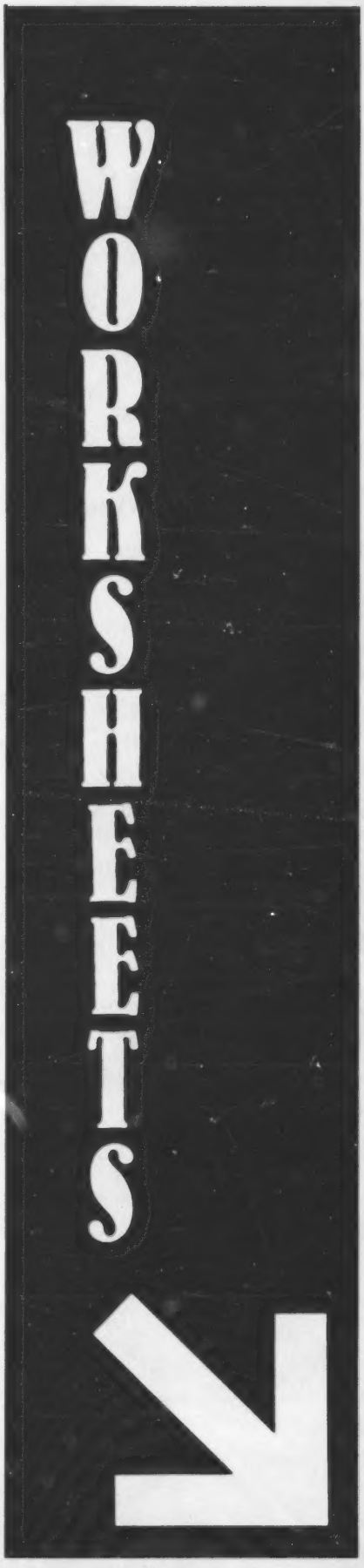
To help youth identify ways they might be able to overcome their own fear of new situations, have students think of possible new situations that lead to feelings of fear and insecurity (new school, new job, moving to a new neighborhood, trying out a new school in the area, etc.). List these situations on the blackboard or on poster paper so that each participant can choose one to investigate further.

Have students list the ways that they think they would be affected by the new situation they selected. Have them discuss with each other:

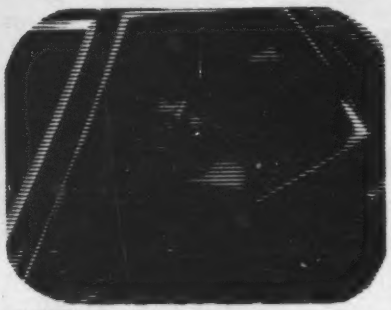
1. What are some productive ways to handle this problem?

2. What could I personally do about this problem?

3. Who could I turn to for help with this problem?



❑ *What's Important in Your Life?*



"And write this in there: 'You can consider yourself lucky this time, too, Zac, because it's not too late to get it together yet.' Oh, and sign it MISTER Sergio Hernandez."

(Sergio)

Instructions

Some things in your life are more important to you than others. We've listed 23 feelings, ideas, or goals for you to think about. Rate each according to how important it is to you. Put "1" next to what is most important, "23" next to what is least important, and so forth.

It's not easy, is it? It helps to rank each one by how important you feel it is, not by how good you are at it, or how real it is in your life. Be sure to write any questions or ideas that you'd like to discuss in the space marked "notes." For example, you may not have a computer, but if you think they are important you might rank "understanding the technological future" high.

Remember, this is a personal exercise to give you information about yourself. Be honest. No one else will see your sheet. If you find out that you value something on the list, but are not good at it, what do you do next?

RATING

_____ a) Handling peer pressure
_____ b) Being loyal to friends
_____ c) Planning for the future
_____ d) Getting basic academic skills
_____ e) Becoming an individual
_____ f) Daring to be different
_____ g) Taking risks
_____ h) Communicating with others
_____ i) Achieving your dreams
_____ j) Getting a job
_____ k) Getting along with your family
_____ l) Fear of failure
_____ m) Fear of success
_____ n) Becoming a leader
_____ o) Dealing with drugs
_____ p) Understanding the technological future
_____ q) Being a gang member
_____ r) Contributing to the community
_____ s) Being treated as an adult
_____ t) Finding people you can turn to
_____ u) Exploring different careers
_____ v) Feeling good about yourself
_____ w) Accepting responsibility
_____ x) Fear of leaving friends behind

NOTES

❑ *Examining the Meaning of Success*

"Do you know how many friends I have in the cemetery? In jail? Strung out? Guys I grew up with. I look like a success story compared to them. Jeffrey, I ain't got much, ain't done much...but I ain't dead yet either."

(Mr. Johnson)

Instructions

Do you dream about being successful? Do you know what it will take to get there? Everyone wants to be successful. Do you have ideas about why some people make it and others do not? It can't just be luck. Or can it?

On this worksheet is a list of things that may determine someone's success. Fill out two copies; one to keep and one to hand in without putting your name on it so that the results can be tallied into the "group's profile." Afterward, compare your answers with the group's and discuss the difference.

Rank your answers so that "1" is high or very important, and "5" is low or not important at all. If you say what you think, you can have a lively discussion on this one!

RATING

_____ a) How you dress
_____ b) Who your heroes are
_____ c) How hard you work in school
_____ d) How many risks you're willing to take
_____ e) How much you know about different jobs
_____ f) Who your friends are
_____ g) What you do when others give you advice or criticism
_____ h) What you do outside of school
_____ i) Who your parents are
_____ j) How willing you are to learn new things
_____ k) How much other people feel they can count on you
_____ l) How pretty or handsome you are
_____ m) How lucky you are
_____ n) How well you solve problems
_____ o) How well you get along with people
_____ p) How willing you are to learn from your your mistakes
_____ q) How much money you have

NOTES

❑ *Television and the World of Work*

"Then learn this, because this is bottom line. Fashion is a business. If your books aren't in order and you can't get shipments, then you can design all you want. There won't be any dresses. Only fantasies!"

(Marielena)

Instructions

Most of us watch a lot of television. Our views about what it means to have a job and get ahead in life are affected by the programs we watch. Do TV programs tell it like it is? Before you take a look, think about it! What would you say?

You can do an investigation. Pick one channel that you usually watch. Get your family to agree to watch the same station from 7 P.M. to 10 P.M. As you watch the programs, notice how work and getting ahead are portrayed. Make enough copies of this worksheet so you have enough for all the programs. Fill out the worksheet at the end of each show.

Well, what do you think? Is the world of work presented in a real way? You might discuss this with your family as you watch television. Compare your notes with your friends. Are the people and their stories like real life? In what ways are they real and not real?

What do you think it all means?

(Make several copies of this form for each show — one for each character you are observing.)

(See related activity, p. 15.)

Time of Day: _____

Program Title: _____

_____

Character: _____

_____

Sex: _____

Race: _____

Job/Profession: _____

_____

What it takes this character to get ahead at work: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

❑ *Time to Help Others*

"Mike Sunday just called. He needs volunteers to help out at Ma Bates' Second-hand Store ... It's a fund drive for the convalescent home."

(Evelyn)

"What are we waiting for *team?* Let's go get 'em!"

(Jason)

Instructions

Everyday, each of us sees something in our community that we would like to work at to improve. It may be something in our school or on the corner where we hang out. We all want to contribute to our neighborhood to make it a really great place to live.

You can do it! Make a commitment, develop a plan, organize yourself, and get community support. Once your group has come up with a project, you can begin to work on your plan. Pick something that is manageable. A small project is usually wise the first time around.

Using these questions, begin by talking to key people in your community. Make a list of people to interview (your parents, local officials, business people, and important organizations). After you complete the interviews, use the information to help you plan your community service project. This way others will have a chance to be involved in your project, helping to make it successful.

(See related activity, p. 16.)

1. What is the problem?

2. What is its history?

3. How have you tried to solve the problem in the past? Why didn't it work?

4. What do you think are the most promising new directions to take?

5. How can we help you with the problem? What kinds of talents and skills do you need? What activities need to be done?

6. Who else should we contact for suggestions and advice?

❑ *Oral History*

"And I speak about three versions or dialects of English — street, southern and what we call 'public English,' the kind we use in every day speech, like on the phone. It wouldn't hurt you to brush up on that, Traci."

(Momma Eunice)

Instructions

If you are lucky enough to have a grandparent or a great-aunt who loves to tell childhood stories, then you know that growing up in the "good old days" was different than growing up is for you. Here's a chance to find out more about what it was really like.

These questions will help you get a full picture from each person you interview. First of all, pick one person from each of three generations (a grandparent, a parent, and a teenager). They can be from the same family, but don't need to be.

Try to fill out this worksheet completely with each of them, getting the same number of responses for each question. Compare your results. How do the answers differ from generation to generation? Are their answers typical? In what way are they typical and in what way are they not?

Did you learn something valuable from someone older? If so, what was it? If not, how could you have?

(See related activity, p. 16)

1. What were the things that were of major concern to you when you were between the ages of fourteen and seventeen?

a. _____
b. _____
c. _____
d. _____

2. What things do you feel are most important for a happy work life?

a. _____
b. _____
c. _____
d. _____

3. What are the problems that usually have to be solved between employer and employee?

a. _____
b. _____
c. _____
d. _____

4. What advice would you give to the employer of a teenager?

a. _____
b. _____
c. _____
d. _____

5. What advice would you give to a teenager with his or her first job?

a. _____
b. _____
c. _____
d. _____

❑ Role Models and Mentors

"Jason, I sure would like to see some of your partners take their futures a little more seriously...If you keep your act together and don't go back to goofing off maybe some of them will follow your example."

(Mike Sunday)

Instructions

Do you have someone you admire and want to be like? Someone who you know well, or maybe a movie star or a famous athlete? This person is a role model.

A mentor is someone who helps you get ahead in life. Your mentor might be a teacher or your employer.

What is the difference between role models and mentors and how are they different in your life? Make a list of people who have been your role models and your mentors. (You may want to use one worksheet for each.) Write the qualities that you admire, the things you'd like to imitate or learn. Include how they look, their job, and what is special about them. Don't limit your role models to people you know. A role model can be someone you saw on television or read about in a book.

Compare your list with those of your friends to see how they are similar or different.

If you need good role models or mentors, where do you find them?

(See related activity, p. 19.)

The Person	The Qualities You Admire
1. _____	_____
	_____
	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____
	_____
	_____

❑ *Working Women*

"Okay, Jason, if you could read the application and it said I was a good driver with paramedic experience?..."

(Angie)

"Then, I'd have to give you serious consideration for the job. Even though, personally, I don't think women can drive fast"

(Jason)

Instructions

Can women really "make it" in the world of work? Can they be successful? Can they do any job a man can do? What do you think? From talking to others and from your experience, what do you think other people think? Men? Women?

Now that you've *guessed* what others think, find out for sure. Go to your local Chamber of Commerce, business and women's clubs, or other civic groups. Tell them you are taking a poll and need the names of successful men and women to interview on the subject of "working women." Choose people who work in businesses that you would like to work in, if possible.

Use these questions in your interviews (whether they are by telephone or in person). Be sure to make enough copies of this worksheet.

After the interviews are completed, discuss the results with your group. Do the guys in your group feel the same as the girls? What might be the reasons for differences in opinion?

(See related activity, p. 20.)

1. What do you think is needed for success in business?

2. Do you think both women and men can be successful? What are the barriers to business success for men? For women? What advantages do men have over women? What advantages do women have over men?

3. Do you think you would have gotten ahead easier in your business if you had been a man instead of a woman (or vice versa, if you're interviewing a man)?

4. (Add some of your own questions.)

"I never told anyone this, but I've always wanted to be an astronaut. Go to some new planet and start a whole new way of life."

(Ossie)

Instructions

Do you want to be an astronaut? An accountant? A robotics repair person? A television engineer? A scientist finding a cure for cancer?

What's holding you back? Whatever it is, it is called a liability. What's in your favor? Your strong points are your assets.

This exercise puts it on the line. Take a long, hard look at yourself. Whatever you want to be, you have to know what your assets and liabilities are before you can plan how to reach your career goal.

Fill out this worksheet (see the sample and fill out the reverse side of this worksheet). Discuss with the group how you can turn your liabilities into assets. How can you build upon your assets?

(See related activity, p. 23 .)

Sample Activity

Goal: To be an astronaut

	Assets	Liabilities
How badly do I want to achieve this goal	Very much	Might become alienated from my friends
How will I feel if I succeed	Successful, proud	
Attitudes that help	Willing to work hard	
Attitudes that hold you back		Fear of change, fear I can't make it
Outside things that might get in the way		Pressure from friends not to try
Sources of help	Tutoring from my math teacher	

Notes

MY CAREER GOALS

Goal: _____

	Assets	Liabilities
How badly do I want to achieve this goal		
How will I feel if I succeed		
Attitudes that help		
Attitudes that hold you back		
Outside things that might get in the way		
Sources of help		
TOTALS:		

"Yeah, well, I think aptitude tests are dumb. I mean, how can you explain a test that says I don't have any verbal skills when everybody who knows me knows I can talk. Hey, I play the dozens better than anybody!"

(Jason)

Instructions

Stop and think! If you were the owner of a small business (or a large business), you would invest in that business to hire the best workers, to buy the best equipment, and to get the best advertising. You would also have to correct any problems as they came up. If you didn't, you would lose money.

Now think of yourself as your own small business. You need to know your talents so that you can invest in them, and your weaknesses so that you can correct them. Use this exercise to get a true picture of your skills and talents. Then you can begin to improve your business (yourself). Ask a partner to read your list and make suggestions. You can give your reactions to each other's lists by giving your honest opinion. Remember to be tactful in your suggestions.

(See related activity, p. 23.)

Sample Activity

My strong points	Ways to build and develop them
Artistic ability	Volunteer to do posters and art work for local school's Community Fair
Good listener, sympathetic person	Volunteer to assist with local "hotline" counseling service available to teens in the area
My weak points	**Ways to overcome them**
Poor in math	Develop a neighborhood "support group" consisting of other kids who are poor at math and want to improve themselves. Find a local teen who is a math whiz and get him or her to help you learn (perhaps in return for some art lessons).

Identifying Your Skills and Talents

My strong points	Ways to build and develop them
My weak points	**Ways to overcome them**

Extending Y.E.S. inc. in Your Schools and Community

There is no single "super agency" that takes care of all the needs of youth. From schools, to churches, and youth employment programs, the diversity of organizations serving youth is extraordinary. This ***Guidebook*** has been designed to be used within a variety of programs, both those structured to work with individual youth and those structured to work with groups of young people.

In this section, you will find "modules" which sketch out ways you can use ***Y.E.S. inc.*** in your particular program. Even though every youth program is an individual one which reflects your judgment of what works best for your youth group, you can use these ideas to create a framework for experimenting with ***Y.E.S. inc.*** materials.

Check the modules listed at the beginning of this section to find which best describes the kinds of services you are providing for your youth group (e.g., formal service programs such as schools versus informal service programs like volunteer-based "Big Brothers" or "Big Sisters"). Then review that module to see how it can be useful in adapting ***Y.E.S. inc.*** for your youth program.

Program Type

- *Learning/Work Experience Programs*
- *Business/Community Partnerships*
- *School Classrooms*
- *Summer Youth, Recreation, and Camp Programs*
- *Short, Job-Search Workshops*
- *Counseling Groups*

Thought for Today

Dropping Out of High School

Across the country today, almost 42% of all adolescent Chicanos never finish high school; 22% of young blacks don't make it through either. Altogether, 1.4 million youth in the U.S. fall into this "diploma gap" and don't have this basic certification of job preparation.

In a recent national survey of employers who did hire youth, 38% required high school diplomas. Fifty percent felt they were desirable, but not so much as evidence of competence, rather as evidence of stability and responsibility.

Whatever the causes, many high-school dropouts really wanted to learn. Here's one 16-year-old Anglo male's assessment of his experience:

> "Well, I was going to school and they was passing me, but I wasn't learning nothing. I was there, but they wasn't teaching me nothing. They didn't care about teaching me nothing. They figured I was too dumb to learn and I didn't do anything to help. They let me pass even though I didn't do anything. So finally, I just started skipping."[1]

Others never seem to connect with school. For them, a chance to learn from the combination of work experience and tutoring may well be the only way for them to acquire the skills they need to survive in society.

The time and effort it takes to finish high school may not be an investment many of our inner-city youth want to make. In the long run, it does pay off. In the short run, when they feel the satisfaction of learning to make their own decisions, they will find it's worthwhile to stick with it and make it through.

1. Gottlieb, D. (1981). *America's Estranged Youth: Life Experiences and Workstyles* (Research Report Contract No. 21498004), 50. Washington, D.C.: U.S. Department of Labor.

Using Y.E.S. inc.

in Learning/ Work Experience Programs

(e.g., G.E.D., Adult Public Schools, Community Classrooms, and Tutoring Sessions)

For many high-school dropouts, adult education programs provide a second chance to acquire the skills necessary for a stable worklife. ***Y.E.S. inc.*** is ideal for use in such programs because it stresses two major components necessary to become employable: basic skills and learning through experience.

Showing the importance of basic skills. Youth characters in the ***Y.E.S. inc.*** series provide role models who are learning how to accomplish something useful in the world using basic skills. Reading is shown as a useful skill in jobs which help people (reading to a patient in the convalescent center as Traci does for Momma Eunice), typing is part of the exciting world of computers, and arithmetic is shown as a key tool in defusing a neighborhood conflict. Post-viewing discussions for each ***Y.E.S. inc.*** episode should go on to re-examine the usefulness of the basics — reading, writing, and computational skills — which participants are learning in your program.

Enriching social studies curriculum. ***Y.E.S. inc.*** provides a great way to start discussions about society and, eventually, history, sociology, and political science. From discussions of interpersonal relations in the ***Y.E.S. inc.*** dramas, youth can go on to talk about how these forces work in society overall. This gives you a chance to keep the learning process relevant, and to motivate youth to read even the newspaper with interest, once they realize how much the information concerns their lives.

Focusing on job satisfaction. For programs where youth are already working, you can turn discussion sessions to the question of job satisfaction, the skills needed to *keep* a job, and how to build on that job to create a career. Several of the TV episodes focus on the idea of "investing in yourself" (much like a businessman invests in his own business). With some arithmetic skills you can help participants figure out why author Richard Bolles (*What Color is Your Parachute?)* calls getting the right job "a half-million dollar decision."

Learning perspectives. ***Y.E.S. inc.*** provides a model for involving local business and for letting youth know what business expects from this kind of partnership. If work experience participants take the initiative to invite local employers to come and talk to their group, you will find it is an excellent way to hear an insider's perspective of what employers want from youth (and perhaps a sympathetic ear and familiar face when a job applicant from your youth group decides to apply for a permanent job).

Thought for Today

Something to Do Nothing to Do

Life isn't all work. For adolescents, one of the most important aspects of working is to discover who they are — by interacting with friends and mentors, testing abilities, showing off, playing, and teasing, they are literally moving out of childhood as their fantasies give way to a confrontation with the demands of the real world.

Given an opportunity, youth like to be productive. The 1977 World Youth Survey found that the United States had the highest percentage of youth (81%) who preferred a tough, busy job with responsibility to an "easy job."

But the thin line which separates enthusiasm is almost like a watershed; gravity can pull one way or the other. Here's how one young person described her experience:

> "Me and my friend, she don't work no place. Now we go looking in stores. When we have some money we go to a movie or to a dance club. Most of the time we watch television. Like some days we will start early and go all day and night. My favorites are funnies and soap operas."[1]

Motivating themselves to be productive can be a frightening step for adolescents. It involves risk. It also requires commitment which must be constantly nurtured. However, once youth realize that they can still be themselves, while at the same time taking on responsibility, then they will know that they have earned the right to make their own choices. They will also discover that it feels okay to be on their own.

1. Gottlieb, D. (1961). *America's Estranged Youth: Life Experiences and Workstyles* (Research Report Contract No. 21498004), 27. Washington, D.C.: U.S. Department of Labor.

Using Y.E.S. inc.

in Business/ Community Partnerships

The most successful partnerships between the private sector and schools or community groups which address youth employability take advantage of the local business community to provide teenagers with a first-hand look at the world of work. This can be done through the use of internships, speakers from local businesses, tours, or "job shadowing" (where young teenagers follow an employee through a typical workday).

Here are some ideas concerning the use of ***Y.E.S. inc.*** materials within your partnerships:

Use *Y.E.S. inc.* to introduce youth to work values. The ***Y.E.S. inc.*** TV series provides a source of dramatic models that inspire youth to think about work values such as responsibility and productivity in the workplace.

Use *Y.E.S. inc.* to encourage learning on the job. Many teenagers find it difficult to take advantage of the expertise of adult co-workers. Differences in self-expression, or just shyness, may keep young workers from getting to know the adults they work with in a career exploration program. As part of orientation to the world of work, build a "communication skills" session around **NATURE'S RHYTHMS** where both youth and adults are thrown together in learning new skills. You may also want to use ***Y.E.S. inc.*** activities such as **"Parents and Neighbors Talking about Their Jobs"** (p. 11), **"Ask An Expert"** (p. 12), or **"Role Models and Mentors"** (p. 19) to facilitate building personal relationships between adults and youth on the job.

Ongoing exercises and discussions about differences in values, problems, and communication styles are valuable ways to demonstrate to youth that adults are not "the enemy," but are actually individuals like themselves.

Use *Y.E.S.* inc. for orientation of adult employees. Some committed and enthusiastic business owners and managers may want to develop a program to prepare their adult employees for working with teenagers who are participating in a summer youth employment program or a year-round internship program. The ***Y.E.S. inc.*** TV programs provide adult workers with an entertaining orientation to the problems facing youth as the drama characters experiment in developing their self-image, learn to make responsible decisions, and adapt to the unfamiliar demands of work. By providing a realistic and dramatic look at how teenagers learn, ***Y.E.S. inc.*** gives valuable hints on how to teach young people new skills, particularly the interpersonal skills required in the workplace (which many adults take for granted).

Use *Y.E.S. inc.* activities as part of a "Career Exploration Program." Several of the ***Guidebook*** activities (see **Career Exploration** in the index) extend youth program participants' knowledge of the local labor market beyond the jobs they are already familiar with by encouraging the use of speakers, youth-run surveys, and interviews with adult neighbors and parents about work. Role-playing exercises, **"Ten Years Later"** (p. 19) and **"A Different Ending"** (p. 23), provide opportunities to think about the future, and about careers as well as different jobs. Some of the ***Y.E.S. inc.*** activities include the formation of a job club (see **"Set Up a Job Club,"** p. 24) which is designed to provide a peer support network for youth once your program has ended.

Use *Y.E.S. inc.* materials to encourage community collaboration. The range of partnerships between business and youth-service organizations is virtually unlimited. The **Resources and Model Projects Appendix** of this ***Guidebook*** (see **"Initiatives by Business in Expanding Career Horizons,"** p. 59) gives an overview of the many innovative possibilities. ***Y.E.S. inc.*** can encourage groups with very different perspectives on serving youth to join together to help make the transition into the workplace easier for young people. Business can sponsor speaker programs, skills training programs, and internships. Business can also join with youth organizations to put together cooperative projects in community service by providing materials, supervision, and planning expertise, while the youth provide enthusiasm, labor, and innovative ideas. In this way you can take advantage of the teaching potential and expertise of members in your business community.

Sample Schedule

Here is a career exploration program (10 weeks) which is based on a three-day week or a five-day week, four hours per day.

Week 1 Learning about Career Alternatives.

View **NATURE'S RHYTHMS.** Follow with a discussion about occupational diversity in the U.S. and the relationship between learning and careers. Introduce ***Y.E.S. inc.*** activity, **"Find Out for Yourself"** (p. 12).

During the remainder of the week, have youth continue with ***Y.E.S. inc.*** activity, **"Find Out for Yourself."**

Week 2 Learn about Responsibility on the Job.

View **TOP OF THE LINE.** Follow with **"What Would You Do"** (p. 11) or **"The Firing Game"** (p. 19) role-playing exercises.

Schedule a business speaker (see **"Ask an Expert,"** p. 12). Assign youth the exercise, **"Parents and Neighbors Talking about Their Jobs"** (p. 11).

Week 3 Day-to-Day Job Responsibility and Satisfaction.

View **TIME FOR MYSELF.** Follow this with the **"Identifying Skills and Talents"** exercise (p. 23).

Schedule a second business speaker for another **"Ask an Expert"** session.

Continue the **"Find Out for Yourself"** activity. Emphasize youth looking for businesses with jobs which would be interesting to try out (via a field trip, job-shadowing visit, or short-term internship).

Week 4 What Do You Want for Yourself?

View **NEIGHBORHOOD DRUMS.** Follow with the **"Identifying Career Goals"** exercise (p. 23).

Go through **"Overcoming Your Own Fears"** exercise (p. 24).

Begin to set up **"Personal Career Exploration Packets"** (see **"Explore Some Jobs,"** p. 7, which asks youth to select three jobs they would like to try out).

Week 5 Successful People.

Invite a local person who has succeeded in his or her career to talk with your youth group about his or her experiences. This will build on information gathered from parents (second week) regarding their experiences in job hunting.

Set up final arrangements for personal career exploration activities (see **"Explore Some Jobs,"** p. 7).

Weeks 6-9 In the Field.

Each participant will try out one job each week via actual hands-on work, job shadowing (**"Moving toward Success,"** p. 19), or field trips. Ask each participant to keep a diary as a way of reflecting on their experience and what they're learning. Schedule at least one session a week (or even one, short session daily) for youth to share experiences and talk about their accomplishments and the problems they face in an unfamiliar job situation.

Week 10 Wrap up.

Have your youth group run through the **"Examining the Meaning of Success"** worksheet (p. 26). Has their self-image or their sense of values changed as part of their career exploration experience?

Have the youth prepare a report for the next group who will participate in the program, summarizing what has been learned about the world of work and what the group has learned about themselves.

Once your program is over, set up a job club (see **"Set Up a Job Club,"** p. 24) to provide support for youth participants. Even if youth are not actively looking for work, a semi-formal network that meets occasionally, or which is available for support when it's needed, can help youth retain the lessons learned in the career exploration activities.

Thought for Today

Basic Skills

In a recent study conducted by the U.S. Department of Education, 10% of all U.S. adolescents were found to be "functionally illiterate." They couldn't balance a checkbook, follow simple written instructions, or figure out when a traffic ticket was due.

Some students start out behind or slow, and never catch up. But for others, it seems the problems begin in junior high school. An 18-year-old Anglo youth reflected on his problems in school:

> "First it was Algebra and then it was other things. I really tried and I could not get help. My mom didn't understand it, neither did my brothers and sisters. They all wanted to help, but didn't know how. The teacher, she tried to explain, but never had the time. She said I should get a tutor or pay a person. I never did that. It just kept going to where I couldn't catch up. I just quit — there was no way I could catch up."[1]

They all want someone to care. They will take the time to catch up if someone takes the time to care.

1. Gottlieb, D. (1981). *America's Estranged Youth: Life Experiences and Workstyles* (Research Report Contract No. 21498004), 50. Washington, D.C.: U.S. Department of Labor.

Using Y.E.S. inc.

in School Classrooms

Career education for youth has come to be an important subject for the fundamental reason that the complexity of work-related skills is increasing at a breakneck pace. Not only are there more types of jobs to choose from, but the demands of work are changing, as well as the pattern of people's work lives.

Y.E.S. inc. can be a valuable resource for teachers who want to help youth develop their decision-making skills, while at the same time broadening their awareness of different careers.

Y.E.S. inc. can become part of the social studies curriculum; students can learn about the world of work as a distinctive part of our social system. ***Y.E.S. inc.*** can also be used in humanities classes where the emphasis is on better understanding of human interactions, personal growth, and styles of communication.

School-based programs can take particular advantage of the research activities in the ***Y.E.S. inc. Guidebook*** which are designed to provide students with opportunities to develop their basic skills in reading, writing, research, and even computation, while learning experientially about the contemporary workplace.

Here are some ideas that may be useful to teachers and guidance counselors who want to use ***Y.E.S. inc.*** as part of their in-school programs:

Y.E.S. inc. TV Programs

The ***Y.E.S. inc.*** series is available for classroom viewing as two, 15-minute segments for each episode of the five-part series (with a dramatic "cliff-hanger" at the end of the first segment). Plan to show one episode each week. Teachers can augment TV viewing with the activities suggested for each program (see **Section 1** of this ***Guidebook***). The ***Y.E.S. inc.*** package serves as a catalyst for students to examine their own approach to decision making and to learn about work through short discussion topics, role-playing activities, and extended research or writing assignments.

Y.E.S. inc. Projects

The ***Y.E.S. inc.*** activities include several major projects designed to provide structure for students learning about the world of work. In a typical activity, **"Working Women"** (p. 20), students are expected to research a subject (locally prominent business women), use computational skills (to tabulate a survey), and explore personal feelings about the information. Depending on the time available and the ability level of your group, this project can also include a written report or, ideally, assume a productive purpose, such as an article in the student newspaper.

In general, all the ***Y.E.S. inc.*** projects are structured to create opportunities for students to engage in a productive task as a means of building their own knowledge about work and basic skills.

The goals and complexities behind ***Y.E.S. inc.*** projects can be adapted to match the particular grade level and skills of your students. Younger students, for example, might use the exercise, **"My Parents' First Job"** (p. 11), as their exploration into the realm of building communication skills through an oral history project. Older students might spend an entire semester in an English class or social studies class developing an ambitious oral history on the workplace in their local community.

Projects such as **"Find Out for Yourself"** (p. 12), can be structured to provide an entire semester's worth of exploration into the local labor market. This project involves the essential steps that students will need throughout their careers: gathering of information, analysis, comparison to other data drawn from a network of collaborators and/or information sources, evaluation in light of personal interests, and recording the information (in a report, or even a radio or television program) for use by others.

Other projects, such as **"Time to Help Others"** (p. 16), can help overcome the boundary between the classroom and the community at large and, at the same time, can help to build community support for a school volunteer community service project.

Y.E.S. inc. activities illustrate the basic message that school and learning are relevant to the real world, a relationship which often escapes youth. Learning is relevant if it is required to complete a project successfully. (Why do you need to spell to hold a dance? Because you want to get a press release published that describes the dance. Why do you want to learn good interviewing skills? Because you can get the information you may need to get a job, or to buy the cheapest records, etc.)

Y.E.S. inc. and Career Exploration

Whenever possible, a school course on career education should be combined with extra-curricular activities in order for students to have a chance to explore career areas of interest to them (even if it's only for an hour a day). Once students have spent several weeks practicing decision making and exploring their own values, they should be ready to learn about careers from direct experience.

It takes a good deal of work to set up opportunities for student internships in local businesses. You can make this task more manageable by giving your students the assignment of accomplishing this on their own. Once you have given them an introduction to the basic skills of communication, let them know they can turn to you for advice and support. Of course, your school can also provide good, public relations support for students' efforts to develop career exploration via contact with local media or through talks between teachers and school administrators and local business organizations such as the Chamber of Commerce.

Sample Schedule for In-School Career Education Program (13 weeks)

WEEKS 1-5: Introduction

Orientation Sessions: View the ***Y.E.S. inc.*** television programs and conduct follow-up discussions. Select several of the role-playing activities that are most suited for your class. Also include invited speakers who may be useful in later phases of the course.

Projects: Beginning with the fifth week, start organizing a student survey or research project. The ideal group size for these projects is from three to five students. During later segments of the course, these student teams can provide support and can broaden the scope of the career-education unit in general.

Reading/Writing: Begin readings in *Working*, by Studs Terkel. Students should be assigned at least one writing assignment weekly. Begin diaries in the fifth week, asking students to keep track of their personal reactions to the learning process.

Weeks 6-9: Learning About Careers

Projects: Continue the projects begun in the fifth week. They should be fairly well organized by the sixth week, leaving three weeks for students to be involved in this intensive learning process. Save the last week of this module for individual groups to report back to the entire class on the outcome of their project. If student projects involve a community service component, you can use this week to publicize it, recognizing the contributions of any outside collaborators.

Reading/Writing: Continue diaries and weekly reading.

Organizational Activities: During this period, you should begin working with your students to organize the career exploration activities that will take place in the final phase of the course.

Weeks 10-13: Exploring Careers

Projects: Students should explore four to ten occupations and/or industries during this period. This could include a combination of one- to five-day internships mixed with field trips to industries where a "try-out" job is not feasible.

Reading/Writing: Journals should be emphasized. Encourage students to analyze their experiences, both positive and negative. If at all possible, there should be "support group" sessions in which students share their experiences and help each other in problem solving.

Windup: Encourage students to finish this mini-course with a genuine effort to map out plans for the next year. Have students set goals, target learning activities, and lay out an "employability development plan" which should focus not so much on final choices, but on gaining more exploration and learning experiences.

Using Y.E.S. inc.

in Summer Youth, Recreation, and Camp Programs

Most summer youth programs involve some type of work experience for participants, some recreation, and, with luck and planning, a chance for counselors to encourage youth to keep on learning even though it's summer.

Churches, service clubs, police departments, schools, and community based organizations are all involved in sports, recreation, and summer work experience programs for youth from time to time.

Using the ***Y.E.S. inc.*** television series in your summer youth program gives you a chance to add an ongoing activity that's fun, but which also provides a starting point for talking about work values, setting directions for the future, and learning about jobs. It also gives you a way to present ideas which suggest that there is a chance for youth to really make it if they keep trying.

Use *Y.E.S. inc.* for "wrap up" at the end of the day. This is a good time to fit ***Y.E.S. inc.*** TV programs into your schedule. If you find you are finished with work or sports activities for the day by 4 P.M., show an episode of ***Y.E.S. inc.*** and take the time to talk about it. It can spark a discussion with your youth group about how things went that day.

Use *Y.E.S. inc.* to build teamwork. A good time to use ***Y.E.S. inc.*** TV materials is on rainy days when it's not possible to have outdoor activities. You can show an episode of ***Y.E.S. inc.*** and follow-up with a group discussion or any of the other activities found in this ***Guidebook***. Programs which focus on the importance of teamwork include **NATURE'S RHYTHMS** (where ***Y.E.S. inc.*** youth help an adult "get his act together") and **NEIGHBORHOOD DRUMS** (where street life and an opportunity to learn compete as the two alternatives for youth). Talking over both programs can help the youth you work with appreciate the value of working together as a team. Role-playing activities like **"What's My Job"** (p. 11) build teamwork and can teach youth about caring.

Use *Y.E.S. inc.* to build leadership. Many of the activities found in the ***Y.E.S. inc. Guidebook*** encourage youth to become involved in taking the initiative to get things done on their own rather than rely on adults for everything. Some of the group activities like **"The Firing Game"** (p. 19) give youth an opportunity to role play being a leader. Other activities like **"Identifying Skills and Talents"** (p. 23) and **"Overcoming Your Own Fears"** (p. 24) give young people a chance to come to know themselves better, a first step toward becoming an effective leader. TV programs which are particularly valuable for discussions and activities and which are designed to build leadership include **ALL THE DIFFERENCE** and **TIME FOR MYSELF**. In the first one, the main theme is learning to take responsibility for yourself; the other stresses responsibility to others.

Use *Y.E.S. inc.* for community service. There's probably enough time in many schedules, club activities, or ongoing, youth recreation programs for youngsters to become involved in a community service project — from cleaning up a littered vacant lot to organizing a fund raising event that benefits a local day-care center. One ***Y.E.S. inc.*** activity that suggests to youth how they can best organize a community service project is **"Time to Help Others"** (p. 16).

Use *Y.E.S. inc.* for reflection. Most youth need a chance to reflect on what it's all about. ***Y.E.S. inc.*** shares with churches and many other youth service organizations the belief that young people have to know themselves before they can understand how to get ahead in the world. ***Y.E.S. inc.*** TV programs provide a mirror for teenagers to look within to better understand themselves. The activities which are suggested for each episode can help them build on this interlude of self-reflection (e.g., keeping a journal, practicing decision-making skills, and analyzing information).

At camp, ***Y.E.S. inc.*** can be built into programs by combining TV viewing with games or with some of the role-playing activities which are fun. You may even have time for youth to invent their own skits based on the characters and situations in ***Y.E.S. inc.*** TV programs.

What kinds of discussions does *Y.E.S. inc.* encourage? ***Y.E.S. inc.*** is about the problems faced by youth as they grow up into the world of work: self-image, peer pressure, job responsibility, and employer expectations. There aren't any "right" answers, but there are a lot of "right-on" answers for teenagers who are learning to keep on trying.

Sample Schedule

Here's a sample schedule of how ***Y.E.S. inc.*** can be built into a summer youth work experience program that runs from the end of June through mid-August.

Week 1

Monday/Tuesday: Orientation.
Wednesday/Thursday: View **NEIGHBORHOOD DRUMS** and discuss (see **"Cliff-hangers,"** p. 52).
Friday: Group evaluation of first week.

Week 2

Monday: Career exploration visit to local business (see **"Explore Some Jobs,"** p. 7).
Tuesday: View the first part of **NATURE'S RHYTHMS.**
Wednesday: Career exploration visit to a different business.
Thursday: View second part of **NATURE'S RHYTHMS.**
Friday: Writing assignment (youth reactions to occupations at sites they visited).

Week 3

Monday: Writing assignment — **"Identifying Career Goals"** (p. 23).
Tuesday: View first part of **TIME FOR MYSELF** and discuss.
Wednesday: Discuss and plan a community service project (see **"Time to Help Others,"** p. 16).
Thursday: View second half of **TIME FOR MYSELF** and discuss.
Friday: Continue planning community service project.

Week 4

Monday: Invite local employer to talk to group.
Tuesday/Wednesday: View **TOP OF THE LINE** and discuss.
Thursday/Friday: Continue planning and organizing community service project.
Saturday: Community service workday/event.

Week 5

Monday: View **ALL THE DIFFERENCE** and discuss.
Tuesday - Thursday: **"Find Out for Yourself"** exercise (p. 12).
Friday: Individual meetings to develop personal career exploration plans (see **"Explore Some Jobs,"** p. 7)

Weeks 6-9

Job sampling/career exploration. Have youth check out four different occupations, one per week, at sites set up by staff with cooperating local businesses.

Week 10

Monday/Tuesday: Final writing exercise — recap of what participants have learned about work.
Wednesday/Thursday: Written "contract" between program counselor and youth participants of things to do to build skills over the coming year.
Friday: Final goodbye party. Donations solicited by youth participants.

Thought for Today

Futurework

Teaching 12- and 13-year-old youth about the "world of work" is like the launching of a rocket in some ways. Where will the jobs be and what will the world be like in ten years when these youth are adults?

Right now it looks like the greatest growth in jobs will be in health care services and in professional services (e.g., nurses with specialized training, lawyers and legal technicians, and computer systems analysts).

Clerical workers and repair technicians will also continue to be in demand in the future. The difference will be in the equipment they use and in the equipment they repair. The automated office will still be run by people, and fixed by people, when machines break down. Clearly, the ability to adapt to new situations and to persevere will be important skills necessary for the successful individual.

As work skills change to meet the requirements of new technology, workers will be asked to learn new skills that didn't even exist when they were in school. Many people will find it necessary to change occupations three or four times in their lives. Learning new skills will not be a luxury or a distraction, it will simply be part of the work. More and more, workers will find themselves facing important decisions, weighing conflicting information, and assessing trade-offs.

Using Y.E.S. inc.

in Short, Job-Search Workshops

As funding for youth employment programs gets tighter and tighter, many diverse youth programs are running short-term, skills training sessions or job-search workshops.

Development of good, job-search skills can be a boost to any vocational education program, career education classroom, or employment training project because they provide the key link between training and finding a job. Programs which prepare youth for the workplace by teaching them specific job-related skills or career options can wind down in the last weeks of training with short, job-search workshops. In this way, youth who have acquired new vocational skills will know how to sell those skills to prospective employers.

There's always an incredible amount to do in this kind of short-term workshop — familiarizing youth with job application forms, working with them to put together a brief resume (while bringing out their sense of what their skills and strengths are), and helping them to overcome the fear of rejection when a job application or interview doesn't work out.

Here are some ways that ***Y.E.S. inc.*** can have real impact, even in a crowded schedule:

Use *Y.E.S. inc.* to build confidence. Because ***Y.E.S. inc.*** is realistic, it gives youth a chance to think about how they are facing the same choices as the characters in the ***Y.E.S. inc.*** series. It also gives them realistic ideas that can help them achieve their goals and dreams.

Use *Y.E.S. inc.* for values clarification. ***Y.E.S. inc.*** is about the human side of work — enthusiasm, fear of failure, a desire to help others, pride, and even people's different expectations of each other. ***Y.E.S. inc.*** can provide a way for kids to look at youth very much like themselves and get a clearer picture of the whole confusing jumble of feelings about the search for a career.

***Y.E.S. inc.* discussions and activities.** For job-seeking workshops, check the activities listed in the index under **Career Exploration.** These can be especially useful, both as a way to develop job-search techniques, and to remind youth that every job can be an exploration experience.

Sample Schedule

Day 1 Orientation.

Provide overview of the workshop, identify your youths' current interests and skills and discuss possible opportunities. Provide informal "reality therapy" on the difficulty of finding jobs, immediate expectations, and long-term strategies.

Show **TOP OF THE LINE** in the late afternoon. Ask participants to think about their expectations in relation to employers' expectations. Follow with a brief discussion and assign a two-page, written piece to do at home which outlines personal and job/career goals.

Day 2 The Labor Market.

Work with group participants to identify job opportunities in the local labor market and how accessible these are (take into account transportation barriers, skill requirements, demand, etc.). Have students research basic descriptions for these jobs.

Show **NATURE'S RHYTHMS** as an introduction to the idea that whatever skills are required to perform a job, it's important to be willing to learn more. You may want to use the **"What's My Job"** (p. 11) exercise if you have time. The **"Find Out for Yourself"** (p. 12) exercise which uses the "Yellow Pages" for labor-market research and practicing telephone skills may be very useful to prepare your group for the next few days.

Day 3 Applications and Resumes.

Assign several exercises in filling out job applications and in putting together a resume. Invite a local employer to come and talk with your group. The chance to talk with an employer outside the job-search/hiring situation is a real help in building self-confidence, as well as being informative.

Day 4 Interviewing.

Role playing of job interviews is extremely valuable, particularly when the whole group gets a chance to critique both the performance of the job applicant and the credibility of the person who plays the employer's role. If you have audio or video recording equipment, it is useful to play participants' job interviews back to them. The last ***Y.E.S. inc.*** episode shown during this session should be **ALL THE DIFFERENCE.** This TV drama should spark a discussion about the anxiety that everyone feels during times of major change in their lives (like getting a job).

Day 5 Wrap-up.

Finish whatever needs to be done to complete the projects begun during the week. But remember, as in the ***Y.E.S. inc.*** series, the most important accomplishment of your workshop is the creation of an ongoing support network that can help motivate youth to continue looking for jobs. This kind of network can give a young person the help they need when they feel like giving up, and reassurance that it's going to work out when they do succeed. If you have time, you may want to show **TIME FOR MYSELF,** which focuses on the message that even the most straightforward jobs demand real responsibility.

Thought for Today

Youth Unemployment

In November of 1979, it was reported that nearly 2.7 million young people had unsuccessfully looked for work for 15 weeks or longer. Many more of those unemployed young adults were too discouraged to look. The picture hasn't changed much since then. The fact is, there still aren't enough jobs to go around.

The unemployment rate among black youth during the winter months of 1982 reached incredible highs. Out of more than 1.25 million black teenagers, only 400,000 were working. Some of those unemployed youths did not try to find work; but, of those black teenagers who were looking for work, 51% were not successful in finding a job. A young black man, age 20, had this to say:

> "I never got out of the habit to work and get some money to feed us. I ain't never had no time to play, no activities, or nothing else beside trying to look for work. That's the only thing I can do is look for a job with enough money to take care of me and mine. I try, man — I try."[1]

Perhaps the most basic employment skill we can teach adolescents is to keep trying even when it is difficult. Young people must be encouraged to explore every opportunity. There is always another chance.

1. Gottlieb, D. (1981). *America's Estranged Youth: Life Experiences and Workstyles* (Research Report Contract No. 21498004), 64. Washington, D.C.: U.S. Department of Labor.

Using Y.E.S. inc.

in Counseling Groups

Y.E.S. inc. is about employment, but the truth is that the life/work boundary line is a thin one. As the stress on family life in the U.S. increases and the transition from childhood to adulthood becomes more turbulent, many community organizations are finding it necessary to provide counseling services for teenagers. From counseling for entire families in stress, to counseling which deals with drug or alcohol abuse, pregnancy, or other problems, these services are as diverse as the crises faced by teenagers.

However your counseling group is structured, you may find ***Y.E.S. inc.*** useful as a mirror, as a means for group participants to see how they are like the ***Y.E.S. inc.*** youth and to see how other people cope with the pressures and problems they face in their daily lives. ***Y.E.S. inc.*** is not so much about resumes and job applications as it is about self-concept and self-confidence.

All in all, ***Y.E.S. inc.*** is about success for kids with several strikes against them. It's about kids who are willing to work hard and who end up developing a sense of pride, perseverance, and patience. They understand they will need a lifetime to make their career decisions.

Here are some ideas:

Use *Y.E.S. inc.* to build peer support. When it comes to jobs, learning, and just about every youth activity, peer group support can be a real key to success. The entire ***Y.E.S. inc.*** series is full of real-life situations in which kids come to better understand the dynamics of both negative pressure and positive support from their peers.

When things go wrong, ***Y.E.S. inc.*** participants learn to take the initiative (at times even helping their parents through periods of stress) because they have learned to take responsibility for their own lives. Challenge your group to give their friends and family the kind of support the ***Y.E.S. inc.*** kids give each other.

Use *Y.E.S. inc.* to empower youth. ***Y.E.S. inc.'s*** message is that today youth must learn to be productive and learn to take responsibility for their own projects and enterprises. In the past, traditional job training (as well as child rearing practices) focused on emphasizing the need to follow orders, to be punctual, and to be neat. ***Y.E.S. inc.*** focuses on the values of the modern world of work that teenagers will be facing as adults. The workplace is one which continuously changes, demanding better communication skills, problem solving abilities, teamwork, and "managerial" skills.

Estranged youth most often feel that they've been left powerless either by "the system" or by their family, and take their lives into their own hands — often with little preparation for independence. For these youth, ***Y.E.S. inc.*** shows alternatives — collaboration, taking initiative, and taking risks — that allow young people to remain in control of their lives, but with help and advice from concerned adults and friends.

Y.E.S. inc.* discussions and activities.** You may want to use only some of the activities and discussion themes in this ***Guidebook, or only some of the television dramas in the ***Y.E.S. inc.*** series. We suggest that you screen the programs yourself to determine how best to add them to your youth program.

Some specific ideas. ***Y.E.S. inc.*** includes several sequences that are not entirely realistic. (For example, in **TIME FOR MYSELF** two youth get their friend's father rehired — with a raise — from a job he's left.) Use this as an opportunity to talk (or write) about the relationship between "dreaming" and "doing."

The families in ***Y.E.S. inc.*** are very supportive of their children. Your group may want to talk about their experiences and whether the ***Y.E.S. inc.*** world seems real to them.

Get your group to write a dialogue between ***Y.E.S. inc.*** characters where one character wants to drop out of school and the others try to talk him or her out of it.

Sequence of *Y.E.S. inc.* episodes. Individual, half-hour episodes can be used in any order you like. **NEIGHBORHOOD DRUMS** is a good one to open with and **ALL THE DIFFERENCE** makes an excellent closing episode. If you work with different groups you may want to experiment with a different sequence of viewing the TV material.

Thought for Today

Empowerment

Part of the process of building employment skills is to involve youth in talking about what's wrong (or what's right), finding ways to help each other, and then encouraging them to do something about the problems. The National Commission on Resources for Youth calls this "youth participation."

> "Youth Participation programs involve youth in responsible and challenging action that meets genuine needs in their communities. Young people have opportunities to plan and make decisions about their activities. Their work benefits other people. The youth, often with adult assistance, have opportunities to meet and critically reflect on their work. Many programs enable the young people to work together in groups toward a common goal."[1]

"Youth participation" projects, as well as learning to take responsibility for themselves, provide a way for young people to be taken seriously when they do ask for help from parents or teachers, from local businesses, or from the government. Having the knowledge that it is possible to affect the future is part of preparing for it. Empowerment is an essential part of preparing for "futurework" — for responsible action as an adult, as much as learning about the particular ways in which work is likely to change for them in the future.

1. *Technical Assistance for Youth Participation in Youth Employment Programs: A Catalogue for CETA Youth Directors*, The National Commission on Resources for Youth, June 1980.

Exploring the Possibilities of Y.E.S. inc.

This section of the ***Guidebook*** is for you, the teacher or group leader. It provides an overview of the career exploration skills modeled in the ***Y.E.S. inc.*** series, a perspective on your role as a teacher/leader, describes the model for learning used in this project, and discusses the role of television. This section also presents some general concepts on the skill building activities used throughout the ***Guidebook*** which you will find helpful in adapting the ***Y.E.S. inc.*** materials for your classroom or youth center.

Career Exploration Skills Modeled in Y.E.S. inc.

The literature on adolescent development suggests that the best career projects are those that deal with young people's needs to develop personal identity, self-esteem, and independence. Youth need learning experiences which provide the following opportunities:

- to test and discover new skills
- to develop a sense of competence as an antidote to adolescent self-doubt
- to socialize and develop close friendships
- to retreat to an environment which is very much their own, where they can sort out the demands and conflicts of the larger setting
- to speak and be heard, and to know that they can make a difference
- to participate in projects with short-term, achievable goals and visible, tangible outcomes
- to share in making decisions within appropriate boundaries with the confidence that those decisions will not be overruled
- to know a wide variety of adults who represent different backgrounds and occupations
- to receive support and sensitive guidance from adults who appreciate their problems and their promise

Y.E.S. inc. shows youth how to identify more immediate needs, recognize personal interests and talents, seek information, develop personal and professional contacts, and research the job market. It also suggests elements crucial to assessing the future needs of employers, setting long-range goals, assessing the merits of life-long learning, developing entrepreneurial skills, and developing attitudes of personal responsibility and self-confidence. These are all facets of career exploration. The ***Y.E.S. inc.*** television programs do not necessarily teach how to perfect these skills, but rather serve to stimulate young people's interest in them.

Y.E.S. inc. makes this basic point: young people should aspire high, but should understand that work and patience are required to achieve their dreams. It points out that self-esteem can be gained through acquiring skills that confirm an image of ourselves as competent and valuable individuals. It points out to adolescents that you don't have to do it all on your own; you can do it with the help and understanding of friends, family, and supportive adults in the community. ***Y.E.S. inc.*** promotes a positive work ethic while being realistic about the kinds of problems young people living in the inner city face:

1) lack of basic skills

2) uncertainty about their own talents and capabilities

3) peer group pressure

4) drugs, drinking, and pregnancy

5) fear of failure and of moving into unknown areas

Y.E.S. inc. does show the problems, but it also suggests positive ways to cope and to overcome those problems. It all adds up to learning to be responsible and learning to become employable, while being a friend and a unique member of the community.

A Perspective for the Adult Leader

Caring is the most important quality. Here are some ways youth describe a good, adult facilitator for youth programs:

- an independent individual who has the confidence to be genuine with students
- someone who can be a friend and an advisor at the same time
- someone with lots of time, lots of enthusiasm
- an innovative person who can take an idea places it has never been before
- someone who is willing to take risks, to gamble to some extent
- someone who is a good listener and who doesn't pretend to have all the answers
- a human being who admits to his or her faults and who is open to criticism
- someone who can stay with it when the going gets tough

One of the points that ***Y.E.S. inc.*** makes is that you, the youth-center coordinator, counselor, or teacher, don't have to go it alone; there are resources which you can take advantage of in your center, community, or state.

First, starting right in your center, look for ways to involve your youth group to help accomplish goals. One of your tasks is to create a "self-help" atmosphere, a spirit of "we're all in this together," with everyone working toward the common good. If your participants share job leads, work together to tap community resources, and support each other when problems come up or when skills need to be learned, everyone will have the self-esteem that comes from doing his or her "fair share." Your job as coordinator will then be easier and more rewarding.

Second, there are other community volunteers you can enlist to aid your center. Create an advisory council consisting of representatives from local businesses or industry associations, the mayor's council, the school district, the library, the local police force, and other social agencies. This is one way you can be in touch with each other about the common problems you are trying to solve. You can alert each other to upcoming programs, coordinate events, and support each other in related efforts, forming a united front to solve common problems.

Third, there are national organizations you can tap for specific purposes such as resource building, information, free materials, and public relations assistance. Further, you can contact local, state, and national legislators to inform them of the importance of the work you're doing and the ways they can help. Many of the national organizations are now set up to include networks which can put you in touch with people in your local area or region who share your concerns.

In short, you can think of your neighborhood program as the center of a series of circles, each reaching out to wider areas of influence: from the one-to-one interaction between youth and adults, to your center, the neighborhood, the community, the state, and the entire nation. With a little creative self-promotion, you're on the way to being a center of influence. Every success you have makes both youth and adults look good. When groups of people work together, everyone wins!

A Model for Learning

Five elements are essential to effective teaching and learning if the result you want to achieve is a change in attitude and behavior:

1. Clearly stated "teaching points" must be presented (new ideas, concepts, rationales). For example, what *is* career exploration? Why is it worth doing? How can it best be done? Depending on your purpose, you can review and determine your own "teaching points."

2. The desired behaviors or attitudes need to be demonstrated or role modeled by attractive, admirable people whom the learner will want to imitate. For example, in the ***Y.E.S. inc.*** television programs, we see both young people and adults exploring different job options, working together, helping each other, and learning from their mistakes.

3. Learners need many opportunities to practice using and applying these ideas and imitating these models. For example, the ***Y.E.S. inc. Guidebook*** contains many suggested discussions, activities, and local outreach efforts which are all designed to provide opportunities for adolescents to practice applying career exploration skills in their local setting. Your encouragement and assistance is crucial at this stage.

4. Feedback and reinforcement need to be given by leaders and peers in order for learners to sense the rewards that come from mastering these new attitudes and behaviors. For example, in the television programs, ***Y.E.S. inc.*** characters become excited and enthusiastic as they learn career skills such as responsibility, problem solving, and networking. We see situations where helpful, specific advice is given, as well as the kind of feedback that can help young people learn from their mistakes. Similarly in your own youth program, the feedback and reinforcement you give will both stimulate and help to reinforce the problem solving process. Adolescents will learn to evaluate their own efforts and learn from their mistakes.

5. Youth need to be encouraged to transfer and apply these new skills and attitudes in a variety of real-life situations. For example, both in the TV programs and ***Guidebook*** activities, you are given many opportunities to relate career exploration skills to the larger picture: basic math skills are helpful in defusing a potential neighborhood crisis; typing skills are essential in the challenging world of computers; personal responsibility is essential in volunteer work.

These combined elements can help achieve the behavior and attitude changes that are the goals of the ***Y.E.S. inc.*** series: increased self-esteem, improved career exploration skills, and a positive attitude toward the world of work.

The Role of TV

Y.E.S. inc. is based on the research that led to the development of **SESAME STREET** and commercial television sitcoms such as Norman Lear's **ALL IN THE FAMILY**. Where **SESAME STREET** demonstrated that an entirely new style of television could be created which matched a young child's natural style of learning, Norman Lear's "comedies" allowed America to look at itself with all its human frailties. ***Y.E.S. inc.*** builds on these efforts: television should not lead us to withdraw from social involvement; it should, instead, stimulate us to become involved in positive social change. ***Y.E.S. inc.*** is different from its predecessors in that it is meant particularly for junior-high- and high-school-age black and Chicano adolescents who are caught between childhood and adulthood. It is not meant so much to "teach" as to serve as a catalyst to facilitate the complex process of learning as we prepare youth for employment.

Many youth who are having difficulty in finding employment spend a good deal of their time watching TV. In fact, many students spend more time in front of the television than they spend in school. Television becomes a vicarious experience — a way to be doing something, to be involved, or to "hang out" without having to take responsibility for anything. For these youth, television is almost "bigger than life" — a tough act to follow.

One of the important things that ***Y.E.S. inc.*** discussion topics can do is to give young people an opportunity to think about how much their view of the world is shaped by television; how much of their information comes from television; how much effect television has on their attitudes, even when they know it's all "make believe," and how accurate that information is when compared to the "real" world. ***Y.E.S. inc.*** activities provoke viewers to ask how the programs look like their neighborhood, and how they're different.

Y.E.S. inc. and Megatrends

You will find that ***Y.E.S. inc.*** deals with many of the issues that author John Naisbett discusses in his best-seller, *Megatrends*, a book which explores ten, basic trends which are influencing and restructuring our inner and outer lives today.

The first megatrend describes the current movement from an industrial to an information society. This trend makes it necessary for people to take charge of their own information-seeking and information-processing capacities rather than relying on "experts" for prepackaged information. These "taking-charge" behaviors are modeled in ***Y.E.S. inc.***

Second, we are moving in the dual directions of "high tech/high touch," balancing each new technological affect with a compensatory human response. In ***Y.E.S. inc.*** we see young people learning to use computers while at the same time creating a close-knit community of mutual support and collaboration.

A third trend is the movement toward a global economy, necessitating the ability to work in a multicultural setting with people of different backgrounds. ***Y.E.S. inc.*** illustrates that inner-city youth, often stereotyped as hanging out in racially separate gangs, can work and play together if the environment is right and if attitudes are right.

A fourth megatrend is the movement from short-term to long-term social planning strategies.

Y.E.S. inc. illustrates all of these themes at a personal level, showing young people who are focused on plans and goals for their future rather than on day-to-day "goofing off."

Other values highlighted in *Megatrends* which are also exemplified in ***Y.E.S. inc.*** are: moving from institutional help to self-help, moving from authoritarian hierarchies to networking and information sharing, and moving from either-or choices to an expanded sense of multiple options through development of multiple talents. The world of ***Y.E.S. inc.*** is a microcosm of the larger world with similar issues and forces impacting the lives of its characters.

Y.E.S. inc. as a "Magic Mirror"

Y.E.S. inc. is meant to be like a mirror, a way for youth to recognize themselves. But the mirror is designed to be "magic," to help make the whole swirl of emotions, excitements, and frustrations involved with growing up a bit clearer and a bit more understandable. As a "magic mirror," ***Y.E.S. inc.*** gives youth a chance to see ways they can move "outside" themselves, to begin to think it all over, and, most importantly, to talk it over.

Y.E.S. inc. is also based on the proposition that local businesses, schools, parents, and community organizations must collaborate in solving the problems of youth unemployment. ***Y.E.S. inc.*** is only a television story, a mirror of the real world, a starting point. Your efforts — as a volunteer, as a teacher, or as a counselor — are needed to make that collaboration really come about and succeed.

Skill Building Activities

Listed below are the various approaches to learning which are used throughout the ***Guidebook*** to help youth get the most out of the ***Y.E.S. inc.*** materials:

- active television viewing
- discussions
- role playing
- audio and video feedback
- journals
- surveys/interviews
- counseling
- advocacy
- cable public access
- peer support networks
- job clubs

Active Television Viewing

You can do five things that will help people learn from viewing the television programs:

1. Prepare in advance.
   A. Check broadcast schedule for viewing time or order individual video cassettes of the TV series.
   B. Arrange for a television set. If using a cassette of the program, arrange for play-back equipment. Check to be sure that both are in working order.
   C. Read the summary **(Section 1)** for the program you will be viewing.
   D. Preview the program (if possible).
   E. Gather related materials, hand outs, newspapers, telephone books, and other resources.
   F. Have paper, pencils, art materials, or whatever else you'll need for follow-up activities.
2. Create good viewing conditions.
   A. Arrange chairs so everyone is comfortable and can see the TV set.
   B. See that the room is well-ventilated.
   C. You may want to put a "Do Not Disturb" sign on the door so you won't be interrupted during the TV program.
3. Motivate for viewing.
   A. Describe what the program is about.
   B. Pose questions on problem situations that anticipate the topics covered in the program.
   C. Have the group discuss possible solutions (people get more out of viewing when they have special things to look for).
4. View actively.
   A. Set the example by showing that you are viewing the program with attention and interest.
   B. Watch the group to see how they react to various parts of the program and what interests them most or puzzles them.
   C. Take notes to remind yourself about points you want to make during the discussion.
5. Organize follow-up activities.
   A. Remind the group of the purpose of the TV program.
   B. Use the questions in the ***Y.E.S. inc. Guidebook*** as a focus for discussion and critique.
   C. Carry out the follow-up activities described in the ***Guidebook***.
   D. Encourage the group to pose additional questions or solutions of their own.

Discussions

Y.E.S. inc. offers a lot of information in each of its 30-minute television programs. Group discussions encourage youth to reflect on the information presented and to relate it to their own interests, personal concerns, and experiences.

Section 1 of this ***Guidebook*** is divided into five parts, one for each episode of the ***Y.E.S. inc.*** series. The questions and activities listed for each episode suggest specific areas of interest which will enhance the viewers' understanding of the learning points of each TV drama.

Here are some general themes you might want to explore as you talk with your group about the TV dramas:

1. Were there stereotypes in this program segment? If so, how did you feel about them? How could they have been presented differently?
2. What positive values were expressed? What was the best new idea you got from the program? Which character did you like best and why?
3. What negative values were expressed? What should have been deleted from the program and why?
4. Were the story and characters realistically presented? Do you know people who are like any of the characters? What kinds of people were left out?

These questions, and many other specific questions suggested for discussion in **Section 1**, concentrate on the content of the programs. But, because television is also a means of communication, it would be useful for your group to critique the *way* the information was communicated.

1. What "message" do you think the creators of the program were trying to get across? Did they succeed?
2. How did they go about getting their message to the viewer?
3. How is ***Y.E.S. inc.*** similar to other television programs? How is it different? What programs is ***Y.E.S. inc.*** most like?
4. What would you have done differently if you were the producer of ***Y.E.S. inc.*** to get the important messages about the world of work across to people?

By talking with your group about how information was communicated in the ***Y.E.S. inc.*** television programs, youth can develop a basis for understanding the "information flow" which, in a technological society like ours, continues to take on more and more importance.

At the same time, they have a chance to practice their own communication skills: listening, questioning, trying to understand points they don't agree with, and comparing their own feelings to information presented. In short, they are learning to analyze information — a crucially important skill to develop in preparation for the world of work.

In every discussion, there is an opportunity for youth in your group to explore the possibilities of their own language, both "street language" and "public English," to understand how each is used as a tool for self-expression, and to discover that talk is interesting after all.

Also remember that the ***Y.E.S. inc.*** discussion activities would make great journals for

periodic updates (e.g., for reevaluating skills and talents, career goals, new role models encountered, documenting a community service project, and so forth).

Y.E.S. Inc.
DISCUSSION ACTIVITIES

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DECIDE FOR YOURSELF	7
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IDENTIFYING SKILLS AND TALENTS	23
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ROLE MODELS AND MENTORS	19
TALK IT OVER WITH THE FAMILY	8
TALKING TO PARENTS AND FAMILY MEMBERS	16
TELEVISION AND THE WORLD OF WORK	15
TIME TO HELP OTHERS	16
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Role Playing

Taking on the role of another person and "acting out" solutions is not just fun and games — it's a vital, engaging way for young people to learn. It gives them a chance to try out typical, real-life problems, to create solutions, and to hear their solutions analyzed and critiqued. Role playing has an immediacy and interest that mere discussions can't offer; it's almost impossible to resist getting involved in the drama of it all once you've taken on a role.

Role playing works best as a group exercise. Instead of singling out "volunteers" who may be too embarrassed to perform in front of their peers, form groups of youth who collaborate in setting up the role playing. Several members of the group can serve as "directors" or "writers" and can help the role player figure out how he or she is going to act out the part.

A good role-playing trick for actors who are "hung up" in a role-playing situation or in a mock interview is the following: one of the youth directors can walk up behind the actor, place a hand on the actor's shoulder, and "speak through" that actor's character. (The actor must fall silent, and the stand-in's dialogue must be restricted and brief.) Then the actor can go on again with a "second wind." This is also good for use in "cooling off" an emotional group discussion or group counseling session.

Another useful technique is for the leader to call for a "freeze action," a command that literally stops all action in role-playing. The leader can then move people, change their roles, instruct actors to cool down emotions, or call for comments on the action from the audience. Then, action can be started again with the leader saying, "Resume action!" and the role-playing can continue.

In order to involve all members of the group, active role players, and audience, it is useful to have the audience give role players advice on how to improve their performance in a second run-through of the situation. Often, role players from the first round of role playing may want to choose the actors for the succeeding round. This gives everyone a chance to be involved in the tension and excitement of acting and critiquing.

Cliff-hangers. Each of the five ***Y.E.S. inc.*** stories were scripted to provide a good breaking point about halfway through the drama. In the first half, a problem situation is created and viewers are left hanging in a suspenseful situation. If you have your own video cassettes of the series, this is a good time to turn off the TV and brainstorm possible outcomes before viewing the end of the story, using activities and questions outlined for that particular episode.

What will Marielena do when she discovers that Angie blew the fashion show by forgetting to give her the crucial telephone message? (**TOP OF THE LINE.**) How will Traci handle the news of Momma Eunice's stroke? (**TIME FOR MYSELF.**) Now that Bobby's out of the hospital, will Jason go back to his street buddies? (**NEIGHBORHOOD DRUMS.**) What will happen to Jeffrey's interest in computers now that computers have cost his dad his job? (**NATURE'S RHYTHMS.**) Will Jeffrey reconsider his decision not to apply for prep school? (**ALL THE DIFFERENCE.**)

These cliff-hanger situations make a great place to stop and conduct a role play. Have your participants volunteer for roles or draw the names of characters out of a hat. Give them five minutes to role play, then have them change roles or give a new group a chance. Afterward, have the group discuss the pros and cons of the solutions provided by the various "casts." This will heighten their interest in the second half of the program and let them compare their solutions with the one the script writers created.

It also provides a basis for your group to script their own dramas, act out and face situations, and explore new or alternative solutions to old problems.

Y.E.S. Inc.
ROLE-PLAYING ACTIVITIES

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LANGUAGE AND JOBS	15
TEN YEARS LATER	19
TRADING PLACES	8
WHAT WOULD YOU DO	11
WHAT'S MY JOB	11
WHO AM I	8

Audio and Video Feedback

Audio and/or video recording equipment can provide valuable feedback to help youth in your group gain self-confidence in preparing for a job interview (and for other situations as well).

The most typical audio/video feedback exercise is to have two youth participants engage in a mock job interview which is recorded and then played back for the group to critique. While the main goal is to help participants improve their job interviewing skills, it is also important for your group to discuss whether the participant playing the employer was believable or not (because understanding employers helps in communicating with them).

The feedback exercise can be applied to a number of other group activities. For example, you may wish to tape a panel of local employers talking about the job market, not so much to create a record of their presentation, but to give youth in your group a chance to see how well they are communicating in the questions they ask of the speaker, or to evaluate panelists' communication with each other.

In a similar vein, interviews in an oral history project can be videotaped to create a permanent record of the interview and to give youth a chance to see or hear the interaction between themselves and the community members they are questioning.

If you are using portable video equipment, you can liven up audio/video feedback exercises by trying different camera angles and types of shots (or sound effects with audio equipment) to experiment with the different moods you can create.

In all such exercises, the real benefit is not so much for youth participants to see themselves, as it is to gain practice in observing and analyzing each other's personal style of communication.

Journals

Even youth who are reluctant to talk about themselves or who hate to write can be stimulated to write about their own inner world of hopes, excitements, worries, and surprises. Read excerpts from autobiographies or novels to your group where the writer talks about familiar experiences in a totally new way. A classic inner-city novel which reads like a diary in many ways is Piri Thomas' *Down These Mean Streets*. A writer who, in contrast, is poetic and dreamlike is Toni Morrison, author of *Song of Soloman*.

Many states offer a Poetry in the Schools program. Your state arts council may be able to put you in touch with local poets, including a Chicano or black poet, who can help to inspire minority youth to develop their writing skills without giving up the beauty of their own personal language. Poets working in programs like this may be happy to visit community organizations, as well as schools, to help teach youth about journal writing and, most importantly, to enjoy language.

Journals should be personal, encouraging youth to be honest and open, at least in talking to themselves. Remind your students that although journals may be kept private, it's also good to share their perceptions of what's going on around them. Once your group develops the habit of reading to each other from diaries or journals, the idea will take hold and instill the motivation to write more expressively, accurately, and interestingly. Almost all of us need some help in learning how to be interesting and to find out that the world is interesting. Journals are a valuable initiation into this process and could be an appropriate extension to ***Y.E.S. inc.*** discussion activities, **"Identifying Career Goals"** (p 23) and **"Identifying Skills and Talents"** (p 23) See ***Y.E.S. inc.*** **"Discussion Activities,"** p. 52 , for more possibilities.

Y.E.S. Inc.
JOURNAL ACTIVITIES:

	Page No.
MOVING TOWARD SUCCESS	19
EXAMINING THE MEANING OF SUCCESS	26
WHAT'S IMPORTANT IN YOUR LIFE	25

(Keep journals on any of the *Y.E.S. inc.* activities)

Surveys/Interviews

Surveying and interviewing members of the local community can provide practice in communication, team building, and exercising personal initiative. Teams consisting of two or three youth can support each other in developing questions, daring to knock on the door or pick up the telephone to contact an employer, conducting interviews, and in writing up notes to report back.

This kind of team activity shows youth how people learn from experience and from asking others. When the activity is completed, it's clear that expertise is developed by doing, and that they, like Gallup and Dan Rather, are truly pollsters and interviewers.

One logical follow-up to survey activities and interviewing is to publish the material so that others can benefit from it. For example, youth in Appalachia surveyed their elders about local lore, published it in a student produced magazine, *Foxfire*, and became nationally famous. Another follow-up is to create a community service survey. For example, if your youth participants learned through a survey that

elementary school children would like older youth to help them with their school work, the next logical step is to create a cross-age peer tutoring project which addresses this need.

Survey projects involve all aspects of communication: reading for background on an issue, writing and talking with each other to develop ideas, and computation to tabulate the responses. It's experiential learning in its most useful form.

Y.E.S. Inc. SURVEY/ INTERVIEWING ACTIVITIES

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Counseling

The lesson throughout ***Y.E.S. inc.*** is this: think it through — analyze the problem, the alternatives, the risks, the cost, and the rewards. Don't just walk out when the going gets rough, but do think things over and talk them over. Many of the exercises for specific programs point out that "failure isn't forever." Failure is a part of learning one's own limits (and striving to increase the scope of those limits).

The paradox is that learning from experience is always dangerous; if the young person sets a goal and fails, one possible outcome is that he or she will give up. This is where the counselor must intervene to remind the teenager that exploration is a way to learn. Failure is a signal to change strategies for achieving goals, not abandoning goals. It's a delicate art — giving advice without infringing on personal identity, giving encouragement without setting up for failure, and giving guidelines without taking away initiative. Counselors need to appreciate the adolescents' dreams and drive, while assisting them in becoming more sophisticated in their strategies.

Y.E.S. Inc. COUNSELING ACTIVITIES

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Advocacy

Advocacy is generally not part of the professional responsibilities of counselors and teachers. But one of the most important ideals of a democratic society is that everyone's opinion is of value. We do have the right to present our concerns openly — to our family, to our friends, to other members of the community, and to local, state, and federal government.

Along with other activities in the ***Y.E.S. inc. Guidebook,*** advocacy is part of the learning process. Advocacy is also part of developing communication skills. The best approach to building effective advocacy efforts is to begin with your own program of activities: in discussions and in teaching youth to present their viewpoints seriously, thoughtfully, fairly, and, if possible, calmly. Advocacy is a learning exercise which builds self-confidence. If there is a response to arguments and suggestions put forward by youth, then they have successfully communicated to the community or to legislators. (Some legislators are particularly happy to respond to youthful advocates who state their case in an adult, reasonable fashion.) Demonstrating responsibility buys a person a "voice," the right to be heard.

Youth can advocate on their own behalf. Like many adult members of the community, they can advocate sensible solutions to community problems. But like other advocates, they must learn to present a "balance sheet" which shows the benefits and the costs of their proposed program. As in other work-related activities, individuality is important. If youth write to their local legislators, they should express their own opinion, not somebody else's.

In preparing to take their place in the world of work, youth are asked to have incredible patience. Having an opportunity to express their feelings about the frustrations, the failures, and the successes is only a small reward for their patience, but it's well worthwhile.

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Cable Public Access

Many communities are, or will soon be, served by cable television systems which have "public access" programming. Although each cable television system follows a different approach to "public access," the general idea is to allow members of the community a chance to use cable television to reach the public at large. To find out what the public access situation is in your community, telephone the local cable company offices.

Possible events for cable television can range from videotapes of presentations by employers in a "job fair" to plays written and performed by youth in your group, or documentary style productions exploring virtually any issue in the local community. Keep in mind that whatever footage you take will probably have to be edited before showing to be used effectively on cable.

As with other youth activities outlined in this ***Guidebook***, collaboration with local business (in this case, the cable company) can produce valuable resources to help you in putting your group project together. If you want to know if there is a local, public access group in your area, you can also contact The National Federation of Local Cable Programmers at (202) 544-7272 for help. (They have a computerized database listing public access cable groups throughout the country.)

Peer Support Networks

Many of the specific activities found in the ***Y.E.S. inc. Guidebook*** include the idea of creating a peer support network. For example, youth involved in conducting surveys work as teams. In other activities, job clubs are formed to help each other in the unfamiliar business of approaching employers. Although teachers and counselors should support their youth to achieve the goals set up by the group, peer support is perhaps the most effective strategy for maintaining youths' motivation, energy, and involvement in learning about work.

The peer support network modeled in the ***Y.E.S. inc.*** television series is an informal one. Angie and Traci support each other because they are friends, as do Sergio and Jason. But they also support each other because they have made a commitment to the ***Y.E.S. inc.*** center. At the same time, the center is committed to encouraging program participants to help each other. So, in many ways, the center itself provides the cue to encourage support.

What is the opposite of support? Manipulation. Both involve achieving a desired goal through using interpersonal skills, charm, compromise, and persuasive language, and when combined with peer pressure, can have a powerful impact on any type of situation. The main difference is in the desired outcome. Do youth want others to succeed? Or do they want to see others fail, lose face, or give up? As young teenagers experiment with different roles, the temptation to make someone else fail instead of succeed is always present.

The ***Y.E.S. inc.*** activities encourage healthy collaboration to build networks of peer support in the "safe space" of the center. It's to their advantage to create the kind of network that will last even after participation in the program is long over.

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Job Clubs

Even for the skilled job seeker, job hunting can be frustrating, lonely, and demoralizing. When jobs are scarce, added problems such as disability, lack of job-seeking skills, or low self-confidence can make finding a job seem like a futile task.

The job club is a recent innovation that helps job seekers find employment. Developed by behavioral psychologist, Nathan Azrin, and colleagues, the approach combines instruction, positive reinforcement, and direct client involvement in the job search. The group as a whole (combined with a buddy system) can provide the support, motivation, and rewards often lacking in a process that typically entails rejection after rejection. Job leads can be shared among all club members. The club provides facilities and supplies, including telephones, desks, job-lead files, and resource materials, as well as typing and copying services to club participants.

Ideally, the job club meets in a comfortable office setting which offers both a group meeting area and individual work spaces. All supplies and facilities necessary to conduct a job search in a professional manner are readily available. The job club meets daily for half-day sessions. It is open-ended. A new group, usually consisting of no more than 12 members, begins every two weeks, depending on client flow. The new group can be gradually integrated into the established group. All instructions and job-seeking activities other than interviews are conducted at the job-club site.

The approach has been tried in various places and has worked. Counselor benefits were also observed and reported. Counselors derived some of the very same benefits clients were expected to enjoy such as improved morale, increased communication and sharing of job leads, and greater self-confidence in their own job placement abilities. One counselor's comment sums it up:

> "I don't feel so *alone* anymore. I don't feel solely responsible for placing all fifteen or twenty people. At our place, there may be two or three counselors and more than a dozen clients in the job-club room. Everyone rolls up their sleeves and gets to work for everyone. The phones are all busy; people are passing on job leads to others. The hubbub is exciting. We end up feeling much closer to each other than we ever did before. The 'meat and potatoes' is, the clients get better jobs faster than they ever did when one client and one counselor worked alone." (Azrin, N. and Besalel, V. *Job Club Counselor's Manual*. Baltimore: University Park Press, 1980.)

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Career Exploration Needs of the Adult Leader

Similarly, what works for adolescents will work for you. Both you and your group will benefit from the opportunities for discussion, role playing, engaging in personal reflections, counseling, joining a peer support network, and learning to build on talents and experiences. Very few adults are "finished products" who have resolved once and for all their own questions about career, contribution, fulfillment, and accomplishment. Most of us, like the youth we work with, are still struggling with these issues and are appreciative of the support of others in helping us develop our own "life-long" careers. So, as you read these suggestions for skill building activities to use with your youth, consider how they can apply to your own life and career as well, and how you can build your own peer support network to help you grow the way you want to. After all, you're part of ***Y.E.S. inc.***, too.

Appendix: Resources and Model Projects

Books

Dictionary of Occupational Titles, U.S. Department of Labor. (Available from Government Printing Office, North Capitol and H Streets, N.W., Washington, D.C. 20401.) This reference book is expensive, but can be found in almost every library. It is the "definitive" guidebook for finding out what's involved in virtually any job. Keep in mind that you may find local employers have very different requirements than the official ones for a given job in a reference book such as this. The real value of DOT is that it gives a framework for understanding how different jobs are related to each other.

Handbook on Youth Participation in Youth Employment Programs, National Commission on Resources for Youth, June 1982. (Order from NCRY, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309.) This handbook focuses on model youth employment programs, giving examples, ideas about planning and conducting innovative programs, and how to evaluate their success.

The Kids' Whole Future Catalog, Paul Taylor. New York: Random House, 1982. Readings, pictures, games, and exercises are included in this down-to-earth book, plus an excellent resources section. The book will help young people cope with changes brought about by new technology.

Megatrends: Ten New Directions Transforming Our Lives, John Naisbitt. New York: Warner Books, 1982. Naisbitt identifies and discusses trends from centralization to decentralization, from hierarchies to networking, from industrial society to information society, and from either/or to multiple-option society, as those that are currently making a big difference in both our inner and outer lives. An excellent resource book for conversations, debates, and long-range planning strategies.

New Roles for Early Adolescents in the School and the Community, National Commission on Resources for Youth. (Order from NCRY, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309.) This is perhaps the best available resource book on working with youth, ages 10 to 14. It provides realistic guidelines and excellent descriptions of model projects (the basis for many sketched out in this Guidebook).

Occupational Outlook, Bureau of Statistics, U.S. Department of Labor. (Available from Government Printing Office, North Capitol and H Streets, N.W., Washington, D.C. 20401.) This is considered to be the standard reference on projections of future demand for various occupations, as well as brief overviews of different jobs in occupational clusters. It also discusses how to prepare for these jobs. It should be supplemented with information from local employers on their perspectives.

Partners for Youth Employability: An Ideabook for Educators and Employers, Northwest Regional Educational Laboratory, Education and Work Program, 1982. (Order from NWREL, 300 S.W. Sixth Ave., Portland, OR 97204, 800-547-6339.) This excellent 24-page pamphlet gives an overview of five "skill" areas identified by NWREL as major components of youth employability (responsibility, productivity, literacy, understanding new technology, and using labor market information. The pamphlet is practical and concrete and is designed especially for middle-school/junior-high-school age programs. The focus is on programs combining learning from experience in the workplace with educational projects in a group setting.

The Private Sector Youth Connection: School to Work, Richard Lacey and Henrietta Schilit. (Vocational Foundation, Inc., 44 E. 23rd St., New York, NY, 212-777-0700. Price $7.50 for schools and nonprofits.) This is an excellent and very recent overview of 55 different partnerships between businesses, schools, and community groups working in youth employment and career education programs. While most programs involve youth 16 to 19, some are adaptable for younger participants. Included is a list of contact people and phone numbers for all youth programs described in the book. All are willing to share information with others.

Volunteers from the Workplace, Voluntary Readership. (P.O. Box 1807, Boulder, CO, 80306. 303-447-0492, $10.50.) An overview of volunteerism, plus how to match volunteers to community needs.

What Color Is Your Parachute? Richard Bolles. Berkeley: Ten Speed Press. ($5.95 paperback.) This book is most stimulating. You can continuously thumb through it to find new ways to talk to youth about job-hunting, working, and careers. Most of all, Bolles has returned common sense to talking about work. A caution: this book is meant particularly for middle-class, middle-age people making career changes, so some specific suggestions are not relevant to adolescents. But, don't discount the usefulness of this book. Kids finding out about the labor market and middle-aged job hunters probably have many of the same things to learn.

Working, Studs Terkel. New York: Avon-Press, 1975. This paperback includes interviews by Terkel with over 100 people in different walks of life. It gives a "three dimensional" picture of how work affects people's lives. A valuable source book — each person's story/interview is fairly short, about five pages. It may be hard for some of the youth you work with to read, but selections can be read aloud.

Youth Empowerment: A Training Guide, National Commission on Resources for Youth, June 1982. (Order from NCRY, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309.) This is a valuable staff development manual oriented to people who are working with youth. It focuses on collaboration between adults and young people and consists mainly of training exercises, all of which are practical and easy to conduct.

Youth Participation — An Everyday Affair, New York State Council on Children and Families, January 1982. (Order from NCRY, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309.) This is another excellent NCRY compendium of youth programs, most of them low cost, which involve youth in meaningful roles participating in their communities.

Periodicals

The Futurist. Monthly. (World Future Society, 4916 St. Elmo Ave., Bethesda, MD 20814, 301-656-8274.) A magazine published to keep readers informed of the vast technological changes affecting the future of society. Within that context it discusses the future workplace and jobs of the future.

Resources for Youth Newsletter. Quarterly. (Order from NCRY, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309.) $6.00 initial fee, then free. Describes outstanding youth participation projects.

Showcase. Monthly. (National Alliance of Business Clearinghouse, 1015 15th St., N.W., Washington, D.C. 20005, 202-457-0040.) A short newsletter highlighting model programs. Many are not specifically related to youth programs, but they often provide interesting examples of private/public sector collaborations.

Youth Policy. Monthly. (The Youth Policy Institute, 917 G St. N.W., Washington, D.C. 20001, 202-347-3370.) A thick, comprehensive newsletter on a wide range of issues that affect youth, from education, to military service and youth conservation corps programs. Although it's fairly technical, it is designed for use with youth groups and is invaluable for program administrators.

Your local newspaper has a business section which you should monitor daily to keep in touch with local trends. And, of course, the classified ads. The life of your community is relevant to your professional work with youth.

Organizations

American Vocational Association, 202 N. Fourteenth St., Arlington, VA 22201, 703-522-6121. The American Vocational Association is the nation's only professional organization with a full time commitment to helping individual vocational educators and institutions provide effective programs of education for work. AVA provides service and assistance to vocational educators, including a monthly journal, *VocEd*; a bimonthly newsletter, *Update*; and a periodical on youth services, *Insiders*.

The Grantsmanship Center, 1031 S. Grand Ave., Los Angeles, CA 90015, 213-749-4721. The Grantsmanship Center specializes in helping nonprofit organizations improve their proposal-writing skills. They give regional workshops throughout the country. Write or call them for their current schedule.

Juvenile Assistance Diversion Effort (JADE), 8650 California Avenue (South Gate City Hall), South Gate, CA 90260, 213-567-1365. A "network" type delinquency prevention program involving ten (10) communities in the southeast Los Angeles area. JADE Operates many different kinds of programs for youth including, but not limited to, workshops and special events in the schools to prepare youth for understanding local law enforcement.

JADE is eager to share what they have learned with others in the way of procedural manuals, forms, and knowledge of what works.

National Alliance of Business, 1015 15th Street, N.W., Washington, D.C. 20005, 202-457-0040. This group of business representatives has been primarily concerned with employment issues: employment training projects, creating new jobs, and information disbursement on the issues. In addition to the clearinghouse run by the organization, NAB is available for technical assistance for the U.S. Department of Labor, Private Industry Councils, and employment training projects. NAB has also been a primary mover in the area of Summer Youth Employment programs. Currently available, *Summer Jobs for Youth Promotional Materials*, a brochure listing of pamphlets, fliers etc., designed for employers of summer youth workers. For additional information contact the national headquarters for number of the regional office nearest your organization.

National Association of Private Industry Councils, Suite 510, 1055 Thomas Jefferson St., N.W., Washington, D.C. 20007, 202-223-5640. NAPIC provides technical assistance and information sharing to local Private Industry Councils to help in the development of effective youth programs involving private sector employers.

National Commission on Resources for Youth, 605 Commonwealth Ave., Boston, MA 02215, 617-353-3309. Short, usable books (see section on BOOKS for titles). Also technical assistance from a network of local youth practitioners and experts on innovative youth-run projects.

National Council of La Raza, 20 F St., N.W., Second Floor, Washington, D.C. 20006, 202-293-4680. A national organization of community based Hispanic organizations which can put you in touch with local program operators working to address the problems of youth unemployment.

National Institute for the Advancement of Career Education, University of Southern California, WPH 901, Los Angeles, CA 90089-0031, 213-743-4424. NIACE is a nonprofit, independent institute helping individuals, education, and business to expand career opportunities.

National Institute for Work and Learning, 1302 18 St., N.W., Suite 501, Washington, D.C. 20036, 202-887-6800. This group has focused on innovative and workable collaborations between schools and business to improve the quality of education by combining work and learning. The group has been a strong supporter of career exploration ("career passports") and the development of community education/business/labor councils. A variety of useful publications are available from them.

National Urban League, 500 E. 62nd St., New York, NY 10021, 212-310-9000. A national organization which addresses urban issues and can assist in making local contacts and networks available on a variety of urban topics. Many affiliates are currently operating Youth Task Forces in their local communities.

Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, OR 97204, 800-547-6339. This group has given particular attention to the way in which youth, including both junior-high and high-school-age students learn from experience. NWREL works closely with schools in developing innovative curriculum for career education. The group is interested in providing technical assistance to education, community agencies, and business.

United Neighborhood Centers of America, Inc., 232 Madison Avenue, New York, NY 10016, 212-679-6110. A membership organization of local and regional neighborhood centers and trade associations for settlement houses. This group conducts special studies on neighborhood conditions relating to health, economic issues, housing and unemployment; works for effective legislation; and provides training courses and consultant services to members and to executives and staff who organize neighborhood centers.

Youth Policy Institute, 917 G St., N.W., Washington, D.C. 20001, 202-347-3370. In addition to monitoring legislation, program funding, and changes in administrative regulations, this group provides a Student Press Service to high-school newspapers which focuses on news of importance to youth.

Youth Practitioners Network, The Center for Public Service, Ford Hall, Rm. 133, Brandeis University, Waltham, MA 02254, 800-343-4705. This network consists of youth employment practitioners from schools, community agencies, employers, and state and local government. It represents a wealth of practical experience and can refer you to other concerned youth program operators in your area who can provide invaluable help in problem solving.

Some Model Projects

A great range of youth projects across the U.S. have been tried and proven successful. Schools, libraries, police departments, churches, national corporations, community-action organizations, small businesses, and youth themselves have joined together to help young people learn about work.

Listed here are some of the most outstanding recent projects that have worked with black and Chicano youth, as well as with majority youth, within inner-city communities. Many were based almost entirely on volunteer efforts and community contributions.

More detailed descriptions of these projects can be obtained from the National Commission on Resources for Youth (which compiled much of the information on which this section is based), from the National Alliance of Business (for private-sector involvement in youth programs), and from the Youth Practitioners' Network (an invaluable resource on local programs). A telephone call or postage stamp is a great investment for a return of expert and enthusiastic advice on how to make your local program idea become a reality.

INITIATIVES BY BUSINESS IN EXPANDING CAREER HORIZONS

EPIC (Education through Private Cooperation), New York, NY. Inner-city students in small teams interviewed small businesses in their neighborhood. In the process of interviewing, students identified 500 job openings for youth, enlisted 150 business volunteers for classroom talks and secured 250 employers willing to host visits by students to their businesses.

The Hydraulic Research Division of Textron, Saugus, CA. In this "Adopt A School" program, eighth-grade students at Arroyo Junior High School participated in a four-week program, one day per week, observing a wide variety of work tasks in different corporate departments. Then they practiced simulated job assignments such as competitive marketing of fire extinguishers for airlines. In the process, students were given a chance to develop one-on-one relationships with company employees.

Ogilvy & Mather, Chicago, IL. Firms involved in graphics offer seminars for teachers and help organize graphics and communication programs in schools. In one such program, 38 youth participating in a summer work-study program at the Robert Clemente High School wrote, directed, and produced a 26-minute film, **"TOO LATE FOR ME,"** which portrayed the last minutes in a gang member's life.

Partners, Denver, CO. Private sector volunteers work on a one-to-one basis with youth between the ages of 10 and 18. Youth and volunteers work together on community improvement projects. The youth/adult "partnership" gives youth a chance to learn not only skills, but new attitudes toward work and problem solving. Additional money for the program is raised through such fund raising activities as auctions.

Partnership Summer Jobs for Youth, New York, NY. Under a rotating leadership that passes from one firm to another, a campaign was conducted that led to pledges of 18,000 summer jobs for youth in 1982. The campaign included donated advertising, job market surveys, employer recruitments mailed with bank notices to their business accounts, and an all-volunteer administration. A similar initiative in Los Angeles included youth from student organizations volunteering as phone solicitors for jobs. The results were the creation of over 90,000 summer jobs for youth.

Project Business, San Jose, CA. This program is a division of Junior Achievement and is sponsored by local firms who provide "consultants" from their staff to spend one hour per week in school classrooms teaching students about business values and procedures. The program includes field trips to local businesses.

Youth Motivation Task Forces, Nationwide. The National Alliance for Business has sponsored programs throughout the country where minority executives from local businesses visit schools to talk about their experiences advancing in the corporate world and to encourage minority youth to increase their aspirations.

YOUTH COMMUNICATION PROJECTS

Video Project, Chicago, IL. In the Alternative Schools Network, 20 youth taught more than 100 peers to make community video documentaries on subjects ranging from domino championships to teenage pregnancy and health services. Videotapes were shown at community meetings and various workshops. For example, one tape is about training community organizers. Youth engage in all phases of production and are now compiling a book, *Jobs for Latinos in the Media.*

Young Adult Library Advisory Committee, Spokane, WA. At the Spokane Public Library, students (ages 12 to 18) reviewed books the library was considering for purchase. They also published a monthly newsletter with reviews of books and movies oriented to youth.

Youth at the Centre, Chicago, IL. A multi-service youth center created a comic book, *Busted: Youth and the Law in Cook County,* to give other youth an idea of how the legal process works from arrest to sentencing. Following the success of the first comic book, youth staff published *Hired: Or How To Find A Job* with tips for fellow youth on looking for jobs and keeping them.

Youth News, Oakland, CA. Students from local high schools and youth employment training programs worked as a group to produce a weekly show, **"YOUTH ON THE AIR,"** which was broadcast on National Public Radio across the country. Shows picked different topics of concern to youth: bilingual education, military recruiting in high schools, sexuality, etc.

YOUTH TEACHING YOUTH

Chinese Youth Council, New York, NY. High school students conducted crash courses in "Survival English" for newly-immigrated Chinese children.

Sioux Lands Heritage Museum, Sioux Falls, SD. Junior curators, aged 13 to 15, chosen on the basis of their interest, served as tour guides for school and scout groups, as well as working with adult staff to research and design exhibits.

Technical Recreation Center, North Wildwood, NJ. In addition to basketball, students learned from each other how to make real working devices — buzzers, flashlights, and radios from donated electronic "junk."

Youth Tutoring Youth, Newark, NJ. In this industrial city, 14- and 15-year-old youth tutored younger children while learning themselves. A committee of community members recruited youth tutors and youth learners and provided supervision for the tutors from a pool of adults, many of whom had not finished school.

YOUTH ACTION AND ADVOCACY PROJECTS

GUTS (Government Understanding for Today's Students), South Bronx, NY. At Intermediate School #139, students 12-14 years old identified problems in their own community, investigated the history of the problems, and worked with civic and business leaders to solve them. After receiving some instruction in conducting interviews, one group compared South Bronx health services with those offered in the North Bronx area, interviewed officials responsible for health care, and designed a health plan for their community which they presented to the Borough president.

Youth Advocacy Project, Newbury Park, CA. A survey by a local community youth group found that youth would seek advice from their peers or even from their parents before going to a professional counselor. As a result of the survey, they set up "Youthline," a hotline for youth in the community.

Youth Task Forces, National. Affiliates of the National Urban League are organizing Youth Task Forces in local communities to attract attention and mobilize efforts to address youth problems.

COMMUNITY SERVICES BY YOUTH

Barefoot Doctors, South Bronx, NY. In a collaboration between the Dewitt Clinton High School and a local hospital, youth were trained to provide health screening and information to other youth and community members. Generally working only one to two hours each day in the high-school clinic, they also had the chance to work in different hospital departments of their choice.

The Brook Avenue Revitalization Task Force, South Bronx, NY. Another project of GUTS from Intermediate School #139 in the South Bronx. Students organized this neighborhood association which became involved in the entire spectrum of neighborhood improvement activities — moving abandoned cars, obtaining sanitation services for the area, arranging for snow removal, and removing abandoned buildings to make room for a community garden. Local businesses contributed funding and materials.

Community Service and Career Exploration Project, Shoreham, NY. This school program for sixth, seventh, and eighth graders involves almost 90% of the Shoreham-Wading River Middle School in a wide range of activities from storytelling at the public library to working in day-care centers and nursing homes. Students and teachers also take weekly field trips to learn new skills that can't be learned in the classroom. Student journals, role playing, and related reading assignments give students a chance to assimilate what they've learned on their jobs.

Peer Caring Program, Hartsdale, NY. High-school students train junior-high-school youth to work in elementary-school classrooms running small "magic circles" sessions designed to allow children to talk over their concerns.

Project Aries, Charlotte, NC. With the help of the National Council of Christians and Jews, two high-school students started project ARIES to help the Charlotte-Mecklenberg schools deal in a positive way with desegregation. Young adolescents and high-school students work in integrated teams or "core groups" to plan activities designed to improve relations between blacks and whites. Activities included disco dances with both "black" and "white" music, workshops for teachers, workshops for student councils, and sports programs.

Sports for the People, New York, NY. Youth, many of them high-school dropouts, lead morning exercise classes for senior citizens at over 100 senior centers. In the afternoon, participants discuss how classes went, problems faced by older people, and their own physiology and bodies.

YOUTH AS ARTISTS AND COMMUNICATORS

Mr. D.E. Ekstrand, Los Angeles, CA. (Call JADE for information. See section on ORGANIZATIONS.) Mr. Ekstrand is a retired school teacher whose avocation is electronics. He volunteers his time to work with youth referred by the Juvenile Assistance Diversion Effort (a probation program), teaching them computer programming — on computers located in his home.

The Fourth St. I, Manhattan, NY. Beginning with the second issue of "Operation Rainbow," Puerto Rican youth on the Lower East Side took over this magazine of poetry, stories, comic strips, and photographs. In Spanish and English, one of the youth wrote about the magazine, "It's a baby in which I have the power to mold, create, and bring to life all the characteristics of the Lower East Side — the richness of the sun outside and the pain of a starving child."

Out of the Dark, Barnesboro, PA. In this project, students explore their heritage as coal-miners' children, writing poems, articles, and stories about different aspects of their culture. One student in it writes, "Before our school's 'Out of the Dark' project, my father and my brother were people who came and went; I never paid much attention to what they were doing. I realize now what it is to be a coal miner... This photo essay taught me so much about my brother's day and my father's way of life."

"Phone Blitz" by Local Businesses, San Francisco, CA. Conducted by businesses concerned with youth employment, the goal is to call every employer in the phone book and ask them to hire youth for the summer.

Proteus Youth Project, Bakersfield, CA. In this short-lived, but exuberant project, youth from farm worker families in East Bakersfield transformed the hall of their local school with an extraordinary mural in the style of Mexican muralists of the 1930's, depicting an overview of Chicano history and culture.

Teens 'n' Theater, San Francisco, CA. This youth theater group produced its own musical, HEADLINE, which explores the real lives, aspirations, and problems of Third World inner-city youth.

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NOTE: Activities which have a corresponding worksheet would also qualify for good journal activities for periodically reevaluating the issues or documenting processes.

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TELEVISION PRODUCTION

The television production staff and technical crew were responsible for effectively translating the youth employment research into the visual realities of a television program that reflect both the real-life atmosphere of the inner city and characters who portray positive role models involved in challenging situations.

Art Washington, Producer
Diana Kwong, Associate Producer

Directors

Stan Lathan
Jose Luis Ruiz
Jesus Treviño
Art Washington

Writers

Bill Boulware
John Figueroa
Rebekkah Ford
Charles Johnson
Joyce Keener
Kathleen McGhee-Anderson
Jay Varela
Art Washington

FORMATIVE EVALUATION

Formative evaluation of the project was coordinated in major cities throughout the United States by:

Robert LaRose, Ph.D., Director, ELRA Group, Inc.

PROGRAM REVIEW BOARD

Program Review Board members evaluated each phase of the project as it developed and advised upon content and approach.

Eugene Boykins
Group Product Manager
The Carnation Company

Erik Butler, Ed.D.
Executive Director
Center for Public Services
The Heller Graduate School
Brandeis University

Gilbert Cardenas, Ph.D.
Professor of Economics
Pan American University

Melba Coleman, Ed.D.
Assistant Principal
Hawaiian Avenue School
Los Angeles Unified School District

Carol Gibson
Director
Education and Career Development Center
National Urban League

Madison D. Lacy, Jr.
Independent Producer

Mercedes Quintana-Barragan
Teacher
Rosewood Park Elementary School
Montebello Unified School District

Carlos Solis, Esquire
Attorney-at-law
Kindel & Anderson

INSTRUCTIONAL TELEVISION

Direction for ***Y.E.S. inc.***'s role in instructional television was provided by:

Eleanor English
Director of Educational Services
KCET-TV

OUTREACH

Outreach Design

William A. Mason, Ed.D.

Outreach Consultants

Adrianne Bank, Ph.D.
Jay J. Czar

Gerald Durley, Ed.D.
Los Angeles Urban League
Joan G. Schine

NEWSLETTER

The ***Y.E.S. inc.*** Newsletter was produced by volunteers, college interns, work-experience youth and temporary employees.

Jacob Benavidez
Teri Cook
Maria Gonzales
Mona Hawkins
Pamela Heath
Robert Henry
Keith Jones
Warren Lyons
Loretta Miller
Regina Ray
Deborah Reeves
Gracie Valdez